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Hattie in the Attic

A Reading A-Z Level O Benchmark Book

Word Count: 1,063




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Hattie in the Attic

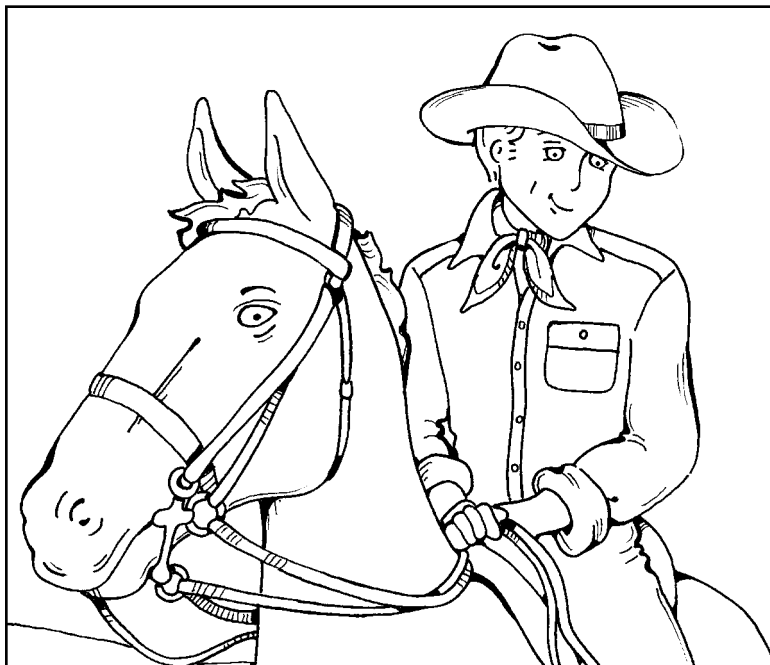


Written by Stephen Cosgrove
Illustrated by Carolyn LaPorte

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Hattie in the Attic

A story from Hattie MacGruder's diary



Written by Stephen Cosgrove
Illustrated by Carolyn LaPorte

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Hattie in the Attic
Level O Benchmark Book
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Correlation

LEVEL O	
Fountas & Pinnell	M
Reading Recovery	20
DRA	28

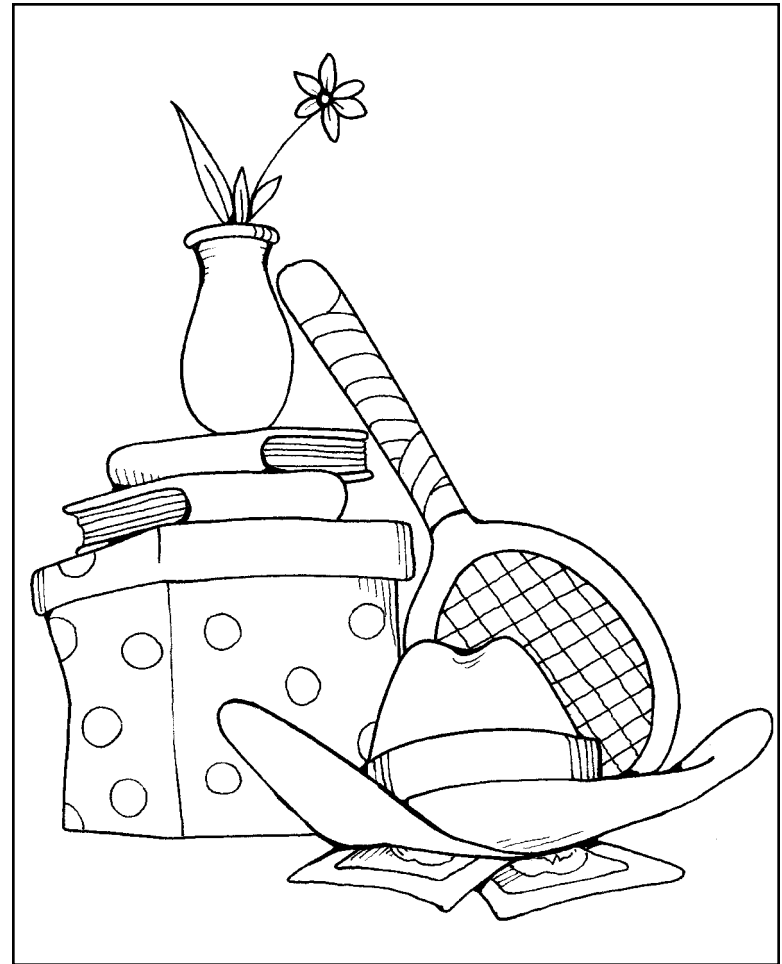


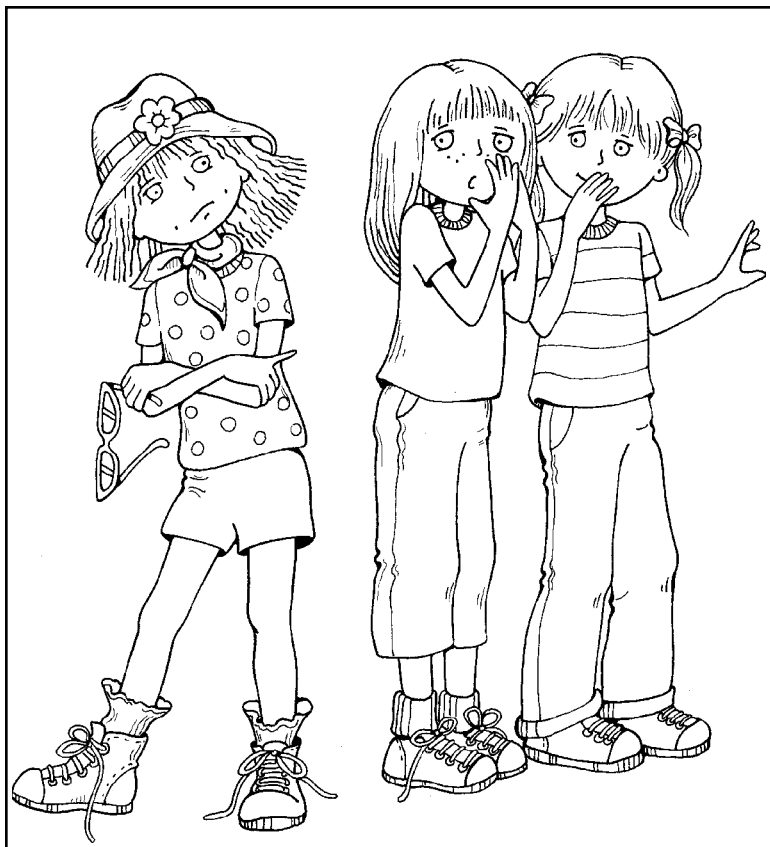
My name is Hattie MacGruder, and I am special.

At least that's what my Grandma Nettie says. I spent two weeks with her this summer. I didn't want to go, but by the time I got back I was glad I had.

On the last day I was there, I found a hat in my grandma's attic. It was a magical hat.

I'm not making this up. It really was magical!





When I got back, I told my friends Sybil and Sarah what had happened, but they said I was lying. Well, I wasn't, and they're liars and fibbers and tellers of untruth.

I have proof that the hat was magical. The proof is in my diary.

Special Note:

I'm not going to let you read that Eric Ledbetter wrote a love note to Sarah. Even though she is a liar and a fibber and a teller of untruths, Sarah would be so embarrassed if anyone knew Eric had written the love note. Even she doesn't deserve that.



Diary, Day 14

Sarah, Sybil, and I had our summer all planned. But Mom, who probably has never had a summer vacation, told me tonight that I had to go to Grandma Nettie's for two weeks.

Two weeks? It might as well be two years.

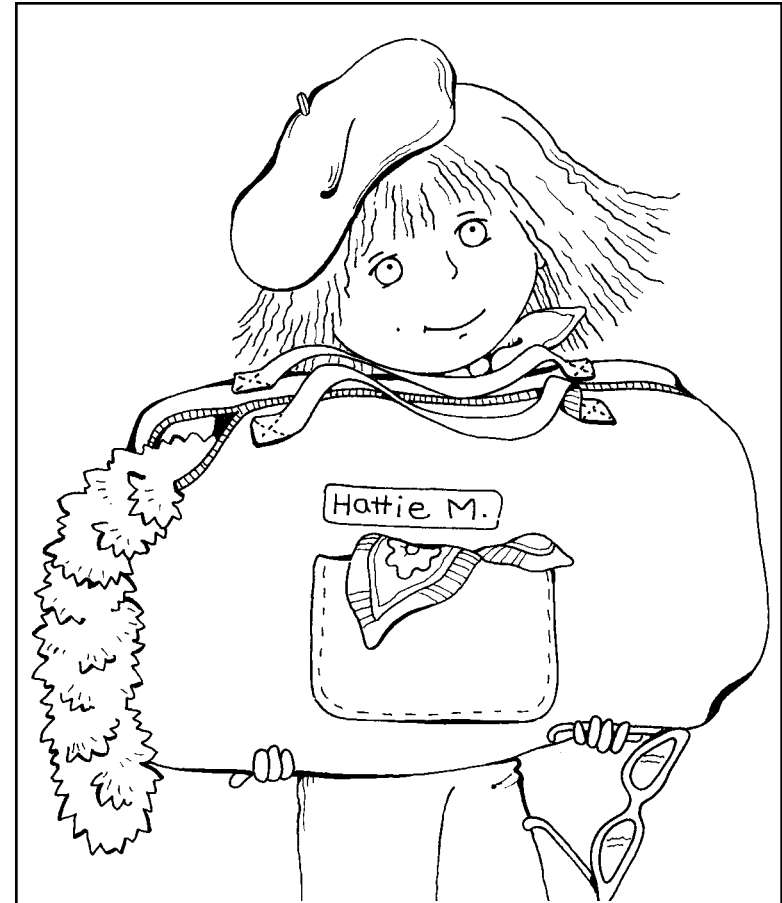


The whole summer will be gone. Sarah and Sybil will be married and have kids by the time I get back.

I don't want to go.

Mom, who probably has never had a summer vacation, just came in and told me to go to sleep. "Big day tomorrow, sweetie!" she croaked.

Yeah, right! I'll write longer later.



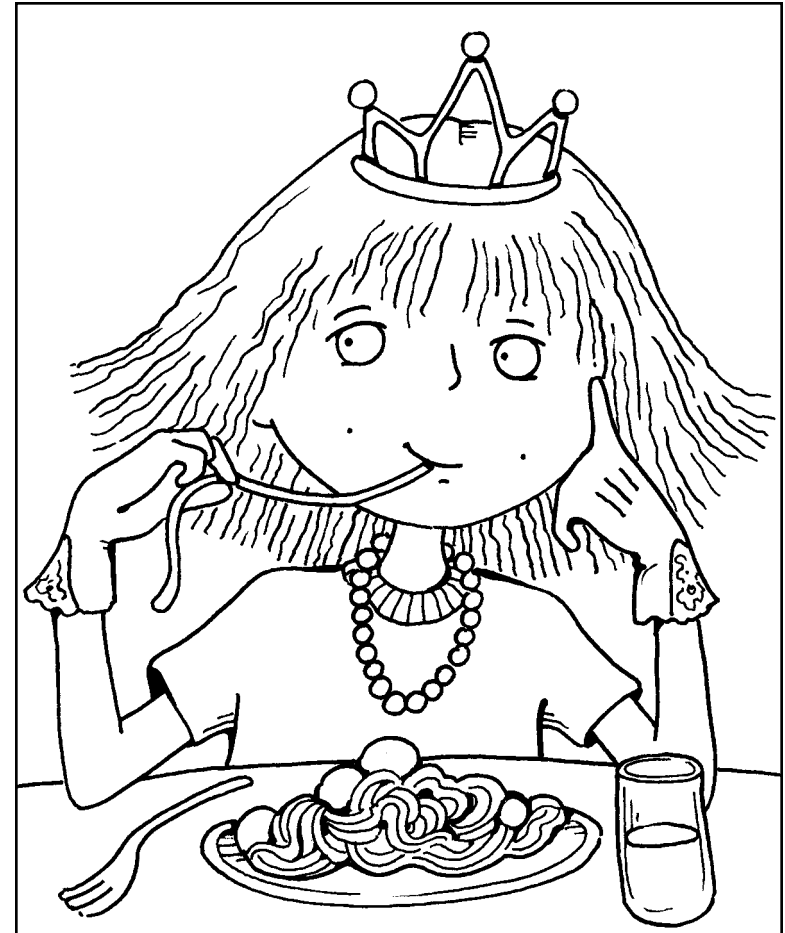
Diary, Day 28 (later . . . a lot later)

I am back!

All right, so I forgot my diary. I forgot to pack my toothbrush, too!

The two weeks went pretty fast.

*The last night before I flew home,
Grandma Nettie cooked a special dinner,
and I set the table. My grandpa died when
I was three, but Grandma Nettie always
set a place for him.*



*I don't remember Grandpa very well, but
he loved horses and had a horse of his very
own. He loved wearing leather chaps and
his cowboy hat. Grandma said he took
me for a ride on his horse once. I kind
of remember that, but not very well.*

After dinner we went into the living room, and both of us read a book. Grandma Nettie fell asleep after only two pages of her book.

I must have fallen asleep too, because I woke up with my nose smashed on page 34, the very same page where this brainless girl is so scared that she pulls the covers over her head, like that's going to save her.



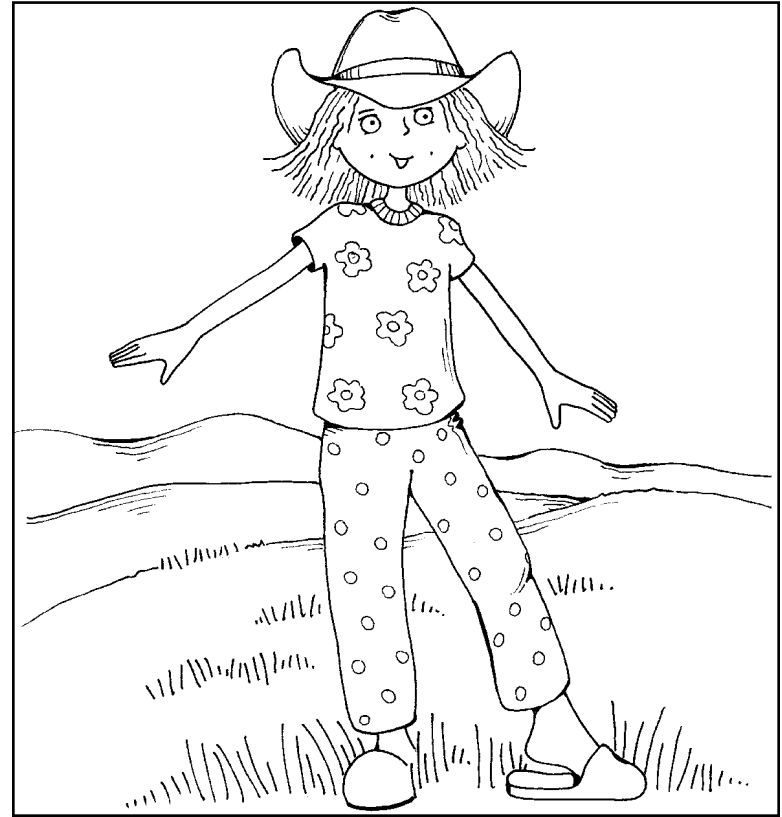
Grandma Nettie was sound asleep in her chair, so I started prowling around. Grandma calls this “getting into mischief.” I call it prowling around. That’s when I went up into the attic.

In all the times that I had been to Grandma’s house, I never went up to the attic. I guess that I thought the door was just a closet.

I climbed up the stairs. It was really spooky, just like the book I was reading, but I wasn't scared, not at all. The attic was empty except for an old sweat-stained cowboy hat just lying there in the middle of the floor. I don't know why I did it, but I put on the hat.



Now this is the hard-to-believe part, but suddenly I wasn't in the attic anymore. I was standing in the middle of a grassy meadow. I heard the pounding of a horse's hooves and turned around. Up rode a man on a horse with a red bandanna tied around his neck. His hair was blowing back, and he had a big smile on his face.





The horse was so beautiful. It was gold colored and had a golden mane and tail. It ran with its head up high and its tail snapping in the wind.

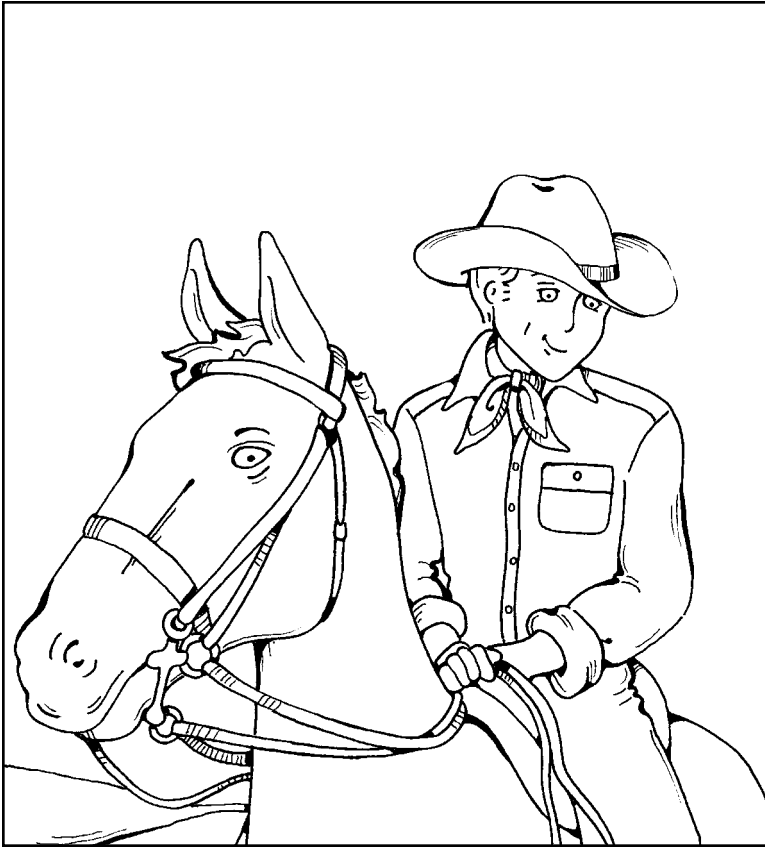
The man rode right up to me and skidded to a stop. The horse shuffled its hooves like it wanted to run some more. The man looked down at me, and as if it were possible, his smile seemed to grow even brighter.

“Hi,” he said. “You must be Hattie. You sure have grown.”

I didn’t say anything. My heart was in my mouth.

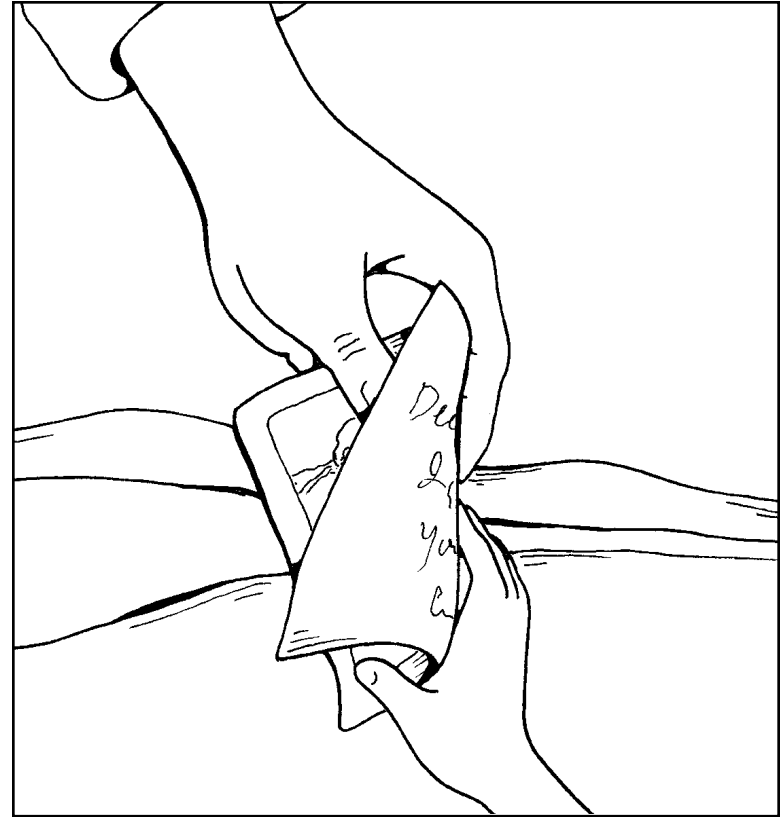
The man laughed. Not a mean laugh, but a low, happy laugh that made me feel good. “You know,” he said, “I sure could use your hat.”





With that he reached down and grabbed it. "This will do just fine," he said as he put it on. "Tell you what, I'll trade you."

He pulled the bandanna off his neck, reached down, and tied it around my neck. "Isn't much," he said, "but when you wear it, you'll never forget me."



He spun his horse, ready to ride away, but he stopped. Then he reached into his shirt pocket and pulled out a picture.

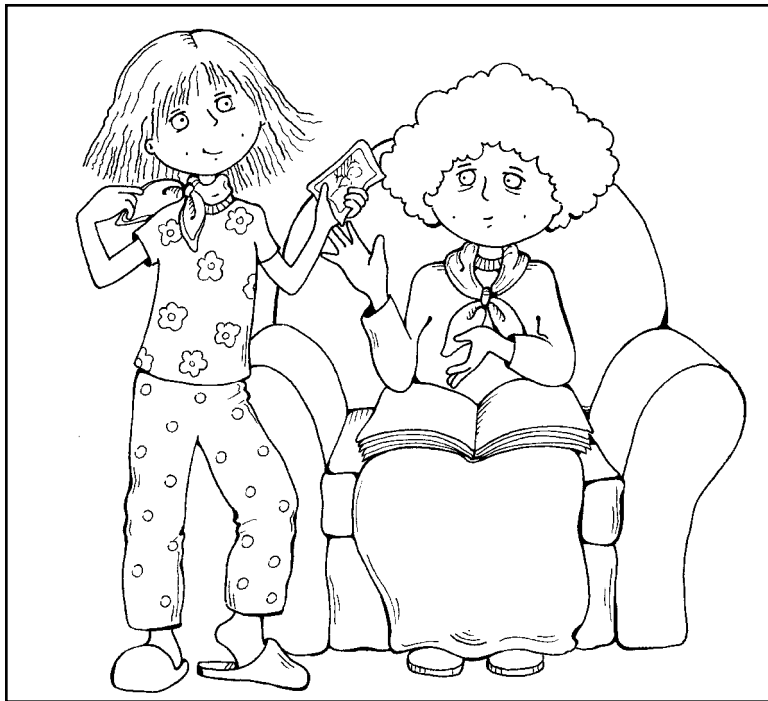
"Give this to your grandma. Tell her there's a note on the back."

He squeezed his legs, and the horse leaped into a gallop. Just like that, he was gone!

And just like that I woke up sitting on the couch with my book flopped over in my lap.

My grandma woke up with a start. She looked over at me, smiling, and then her eyes got really big. "Where did you get that bandanna?" she asked.

I reached up and grabbed the ends of a red bandanna that was tied around my neck.



It was then that I realized that I had a picture clutched in my right hand. I unfolded it. The picture was of a handsome man sitting on a horse. I gulped and handed it to my grandma, who had big tears in her eyes.

I could just barely make out the writing on the back, which said, "I love you, Nettie. Always have, always will."

*Well, I'm back now, and I wear the
bandanna every day so I won't forget.*

*Sarah and Sybil don't believe my story.
But who cares? They are liars and fibbers
and tellers of untruth.*

My diary proves it!



*Besides, we are going on our third annual
back-to-school picnic next week. This year
it's not going to be in my back yard. We're
having a real picnic in a park.*

Love, Hattie MacGruder

Reading a-z Running Record

Level 0

Student's Name _____ Date _____

Hattie in the Attic
117 words

Have the student read out loud as you record.

Assessed by _____

page	E = errors S-C = self-correction M = meaning S = structure V = visual	E	S-C	E			S-C		
				M	S	V	M	S	V
3	My name is Hattie MacGruder, and I am special. At least that's what my Grandma Nettie says. I spent two weeks with her this summer. I didn't want to go, but by the time I got back I was glad I had.								
4	On the last day I was there, I found a hat in my grandma's attic. It was a magical hat. I'm not making this up. It really was magical!								
5	When I got back, I told my friends Sybil and Sarah what had happened, but they said I was lying. Well, I wasn't, and they're liars and fibbers and tellers of untruth. I have proof that the hat was magical. The proof is in my diary.								
Totals									

Accuracy Rate:

Error Rate:

Self-correction Rate:

Mysterious Mars

A Reading A-Z Level O Benchmark Book

Word Count: 533



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MYSTERIOUS MARS

Written by Chuck Garofano

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MYSTERIOUS MARS



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Title page: What many people saw as a carved "face" on Mars (inset photo) turned out to be a strangely shaped hill (large photo).

Table of contents page: A heart-shaped crater—one of many oddly shaped formations on Mars

Back cover: Branching streaks that may be water channels flowing down a steep hillside on Mars

Mysterious Mars
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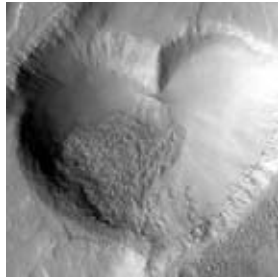
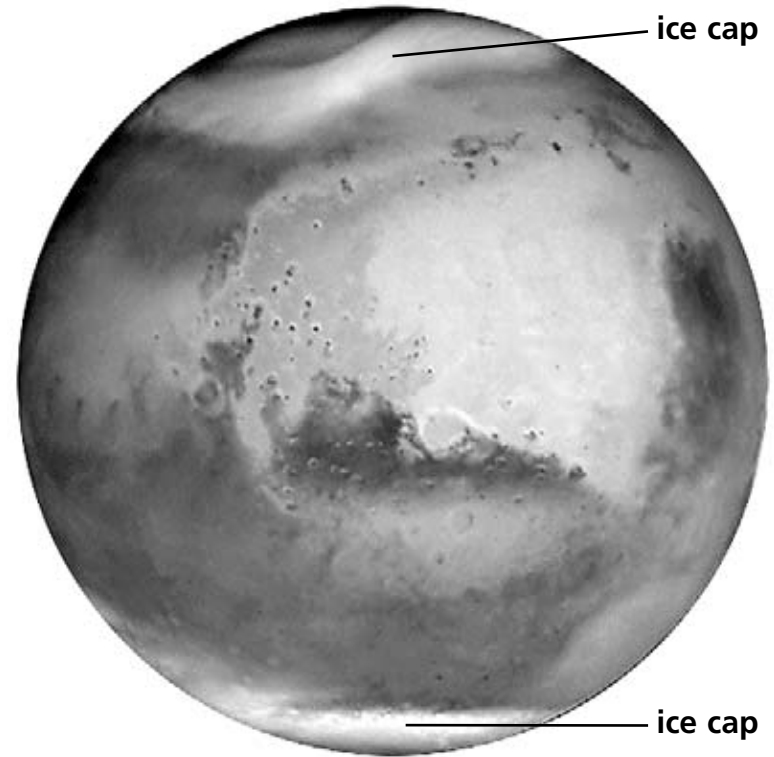


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Mission to Mars!

The latest Mars rovers, Spirit and Opportunity, landed and began exploring the planet in January 2004. These two rovers were designed to be "robot geologists." They have tools and sensors that study the rocks on Mars, looking for minerals and rock formations that were caused by liquid water.



Mars is reddish-orange, except for its white ice caps.

Introduction

You can easily spot Mars because of its reddish color. This angry color led the ancient Romans to name the planet after their god of war. People have always wondered if there is life on Mars. We still don't know. As you will read, Mars has many mysteries.

The Basics

Mars is the fourth planet from the sun, after Earth. It is about half the size of Earth. A **Martian** day is about as long as an Earth day, but its year lasts 687 days. Mars has a thin atmosphere of carbon dioxide, the gas you breathe out. Like Earth, Mars has a metallic core and a rocky outer crust. It also has ice caps at each pole. Some of the ice is water, and some is frozen carbon dioxide.

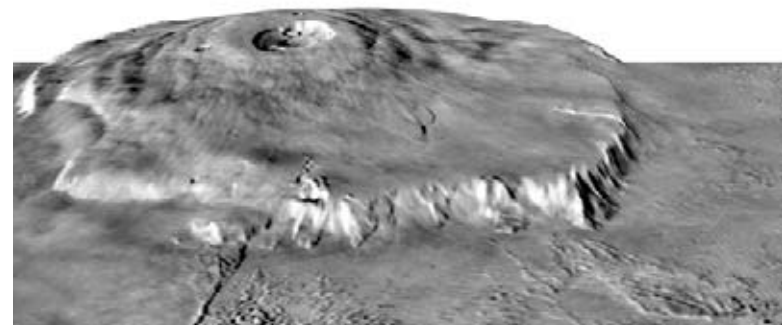
Mars has two small, potato-shaped moons, which are probably **asteroids** trapped by Martian gravity.

	Mars	Earth
Diameter	6,780 kilometers (4,213 mi.)	12, 756 kilometers (7,926 mi.)
Distance from Sun	228 million kilometers (142 million mi.)	150 million kilometers (93 million mi.)
Moons	2	1
Length of Day	24 hours, 40 minutes	24 hours
Length of Year	687 Earth days	365 Earth days
Average Surface Temperature	−63° Celsius (−81° F)	15° Celsius 59° F
Water	Ice and vapor	Ice, liquid, and vapor
Life	UNKNOWN	Yes

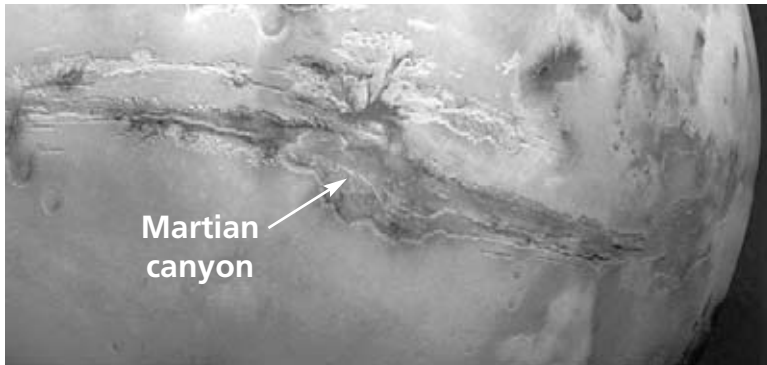
The Surface of Mars

Mars is colder and drier than Antarctica. The average temperature is −63° Celsius (−81° F). Because of Mars's thin atmosphere, deadly rays from the sun constantly hit its surface. There are also violent dust storms that can cover the entire planet. Even on normal days, blowing dust turns the sky pink.

The southern half of Mars is cratered like the moon. The northern half is smoother, with broad plains and valleys. Mars has huge volcanoes, bigger than any mountains on Earth.



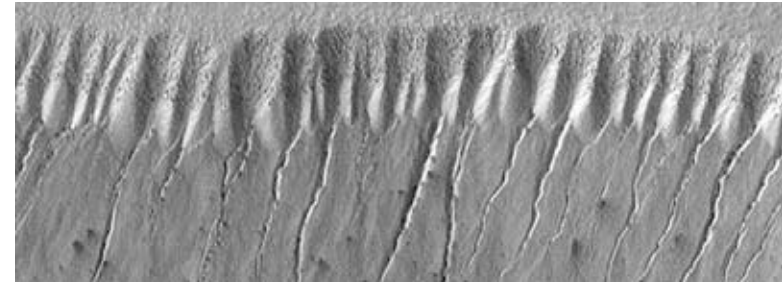
This huge volcano on Mars is the largest one in the solar system.



If this giant canyon on Mars were on Earth, it would stretch from New York to Los Angeles.

Exploring Mars

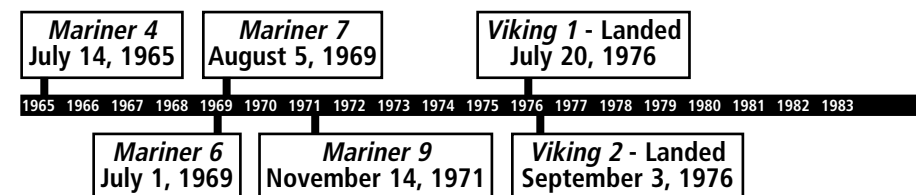
Scientists who study space, or **astronomers**, first looked at Mars through telescopes. Many noticed streaky marks. An Italian astronomer named them “channels,” but someone translated the word as “**canals**.” People figured that intelligent beings must have built the canals. No one knew for sure until 1965 when *Mariner 4* orbited Mars and took pictures. The pictures showed the barren southern landscape with its moon-like craters. The canals were just streaks of dust.



Dry riverbeds on Mars

Later, two other space probes measured Mars’s atmosphere. Scientists learned that the atmosphere was so cold that any water would freeze. As far as we know, all life needs liquid water. It looked like there was no life on Mars.

Mariner 9 **orbited** Mars in 1971. It took new pictures that showed plains, volcanoes, and valleys on the northern half of the planet. It also showed landforms that looked like dry





Pathfinder had a little rover called *Sojourner* that rolled around the surface of Mars.

riverbeds and oceans. This made scientists think that perhaps Mars did have some form of life at one time.

The *Viking* probe landed on Mars on July 20, 1976. It scooped up dust and tested it for **organic** chemicals, or chemicals from living things. It did not find any. *Mars Pathfinder* landed in 1997. It also did not find life, but it did find pebbles that may have been worn down by liquid water.

*Mars Global
Surveyor* September 11, 1997

Mars Odyssey
October 23, 2001

Mars Pathfinder
July 4, 1997

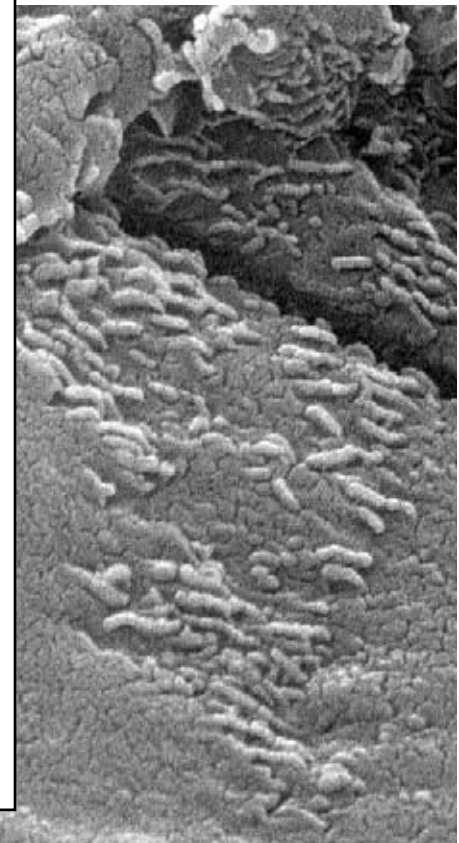
These space probes reached Mars. Many others, including *Mariners 5* and *8*, were lost in space.

Life on Mars?

Many scientists think Mars used to be warmer, with rivers and oceans. If so, it may have had life. Where did the water and life go?

Do You Know?

Long ago, a meteorite (a rock from outer space) landed on Earth near the South Pole. Scientists think that the rock came from Mars. Some scientists have found what they think might be signs of life, including fossils, on the rock. Other scientists think these signs of life did not come from Mars. Some think they may have come from Earth.



Scientists think these worm-like shapes in Martian rocks are fossils.



Artist's drawing of what a human colony on Mars might look like

Most scientists believe the water is frozen underground. There may be life in this underground ice. Other scientists think the water escaped into space. If this is so, there is probably no life on Mars today.

Someday, humans will travel to Mars. We will search for signs of life. We might bring plants and animals and start a **colony**. Then we may be able to solve some of Mars's mysteries.

Glossary

asteroids	small chunks of rock and metal that orbit the sun (p. 5)
astronomers	scientists who study space (p. 7)
canals	human-made rivers used for moving water and shipping (p. 7)
colony	a group of people living far away from their original home, but still connected to their home by law (p. 11)
Martian	of Mars, on Mars, or from Mars (p. 5)
organic	from life or living things (p. 9)
orbited	moved in a circle around something (p. 8)

Reading a-z Running Record

Level 0

Student's Name _____ Date _____

Mysterious Mars
142 words

Have the student read out loud as you record.

Assessed by _____

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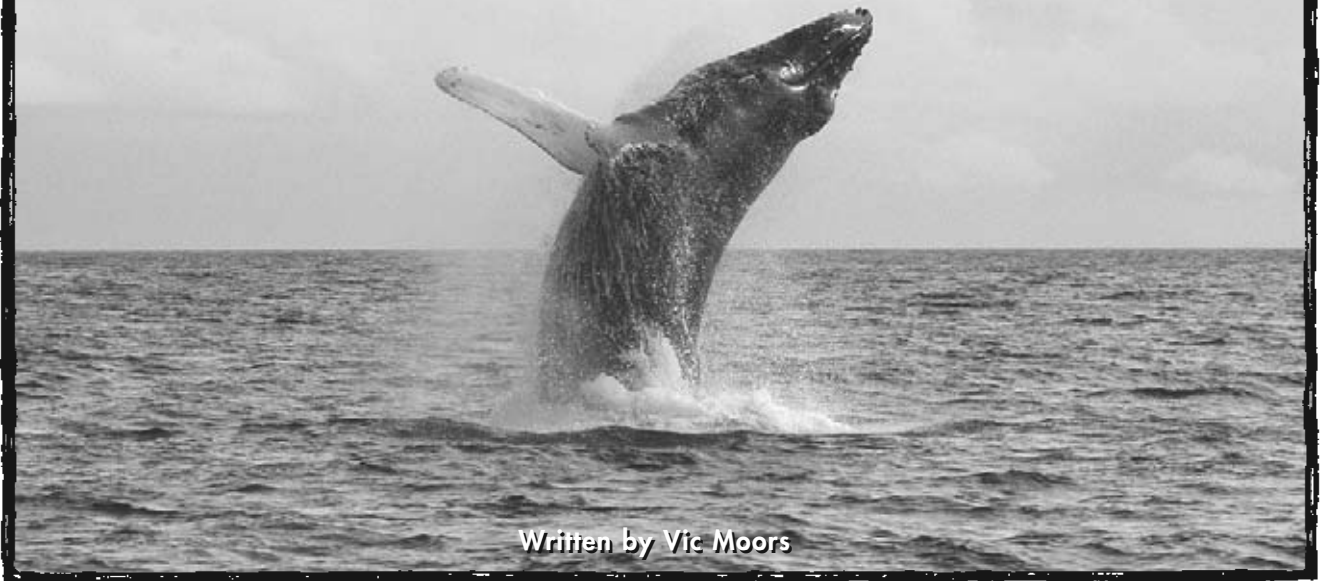
Accuracy Rate:

Error Rate:

Self-correction Rate:

LEVELED READER • O

Whales



Written by Vic Moors

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Whales

A Reading A-Z Level O Leveled Reader • Word Count: 1,106




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Whales



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Level O Level Reader
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3

4

Whales are very large. In fact, they are the largest animals on Earth. And they are probably the largest animal that ever lived on Earth. They are bigger than any known dinosaur. Even elephants are small when compared to whales. A large blue whale can be over 33 meters (100 ft) long. It can weigh nearly as much as 20 school buses. Its heart is as big as a small car. A large elephant, in comparison, is 4.3 meters (13 ft) tall and weighs less than one school bus. Some whales are fairly small. These smaller whales are 1.2 to 1.8 meters (4 to 6 ft) long. Dolphins are an example of a smaller whale.

Introduction





Closeup of a humpback whale

Types of Whales

There are about 75 kinds of whales. Most whales fall into one of two groups. One group has teeth. They are called toothed whales. The other group does not have teeth. They are called baleen whales.

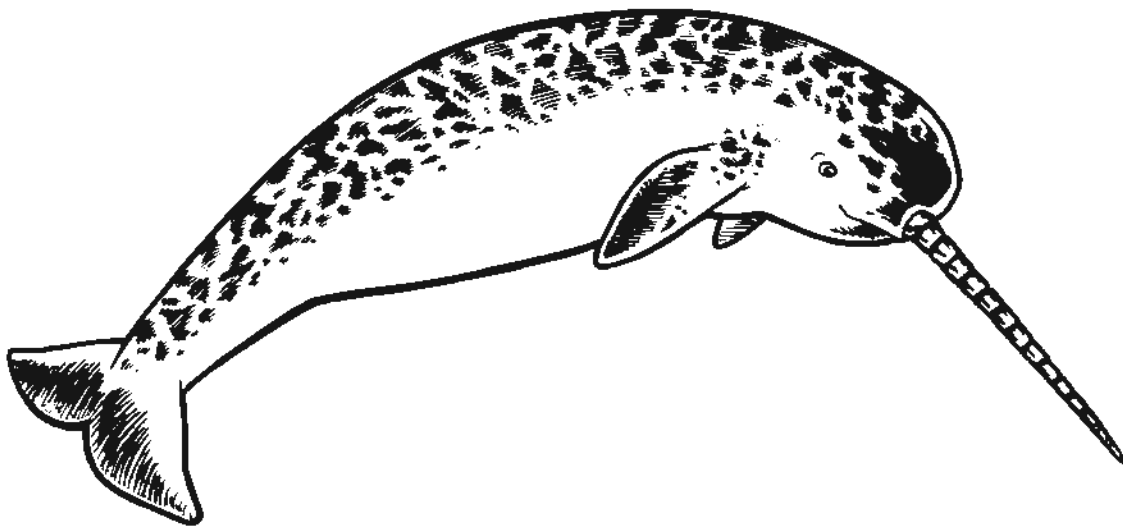
5

Toothed whales, which include dolphins and porpoises, have jaws lined with sharp teeth. They eat fish, squid, and other sea life. Larger toothed whales even eat seals. The killer whale, or orca, is a well-known toothed whale. Even though it is called a killer whale, there is no evidence that one has ever killed a human.

6

Orca, or killer whale

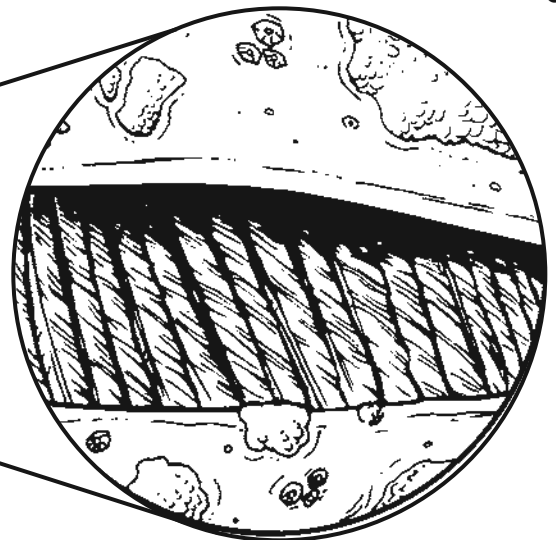
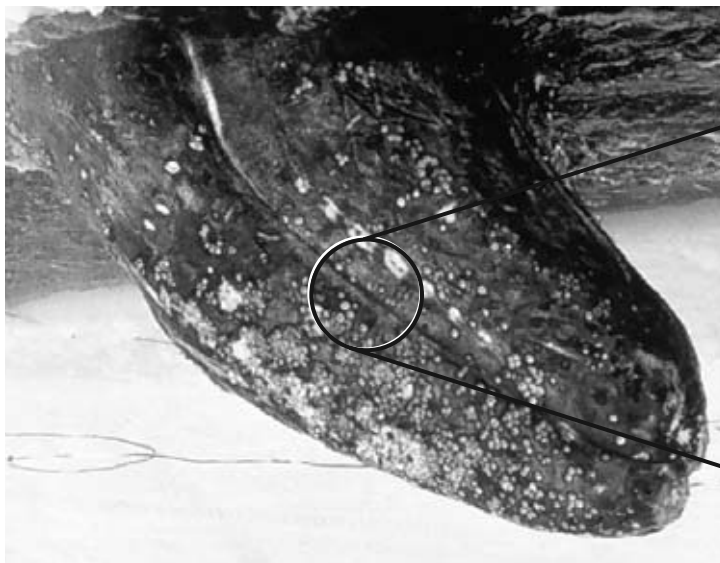




One of the strangest whales is the **narwhal**. It is a toothed whale. The male narwhal has a large tusk growing straight out of the front of its head. The tusk can be up to eight feet long.

7

Gray whale in the ice



8

Baleen whales have a special material, called **baleen**, that hangs from their upper jaw. Baleen looks a little like a giant feather or comb. It filters small fish and very small sea life from the ocean. It seems strange that such large creatures eat such tiny food.



Humpback whales feeding on krill

Baleen whales feed in different ways. Some feed by moving slowly through water. They swim with their mouths open. As they do, they trap small animals from the water that passes through the baleen filter. The trapped food is then swallowed. Other baleen whales swallow huge gulps of water. A single gulp could fill a couple of swimming pools. A whale then forces the water out of its mouth through the baleen filters. The whale swallows the food filtered out of the water.

9

Most whales live in salt water. But a few live in freshwater rivers. Since water makes things **buoyant**, it helps support the weight of large whales.

10

Where Whales Live

A humpback whale breaching





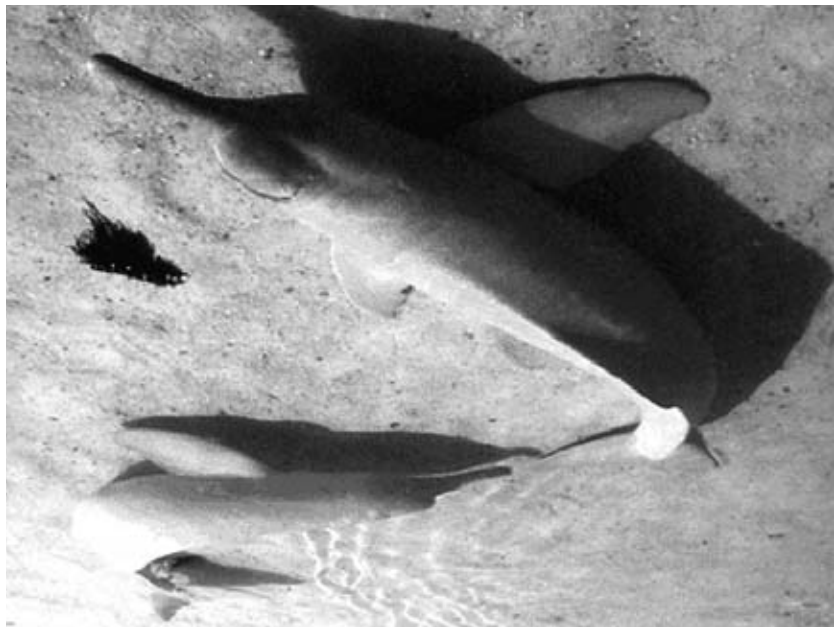
Gray whales move between summer feeding grounds in cold waters and warm seas where baby whales are born.

You can find saltwater whales in most of the world's oceans. They range from the North Pole to the South Pole. Some whales migrate great distances. For example, some whales migrate thousands of miles to feed and reproduce.

11

Freshwater whales can be found in certain rivers. Pink dolphins live in the Amazon River. They have been found more than 1,600 kilometers (1,000 miles) up the river.

Pink Amazon River dolphins



12



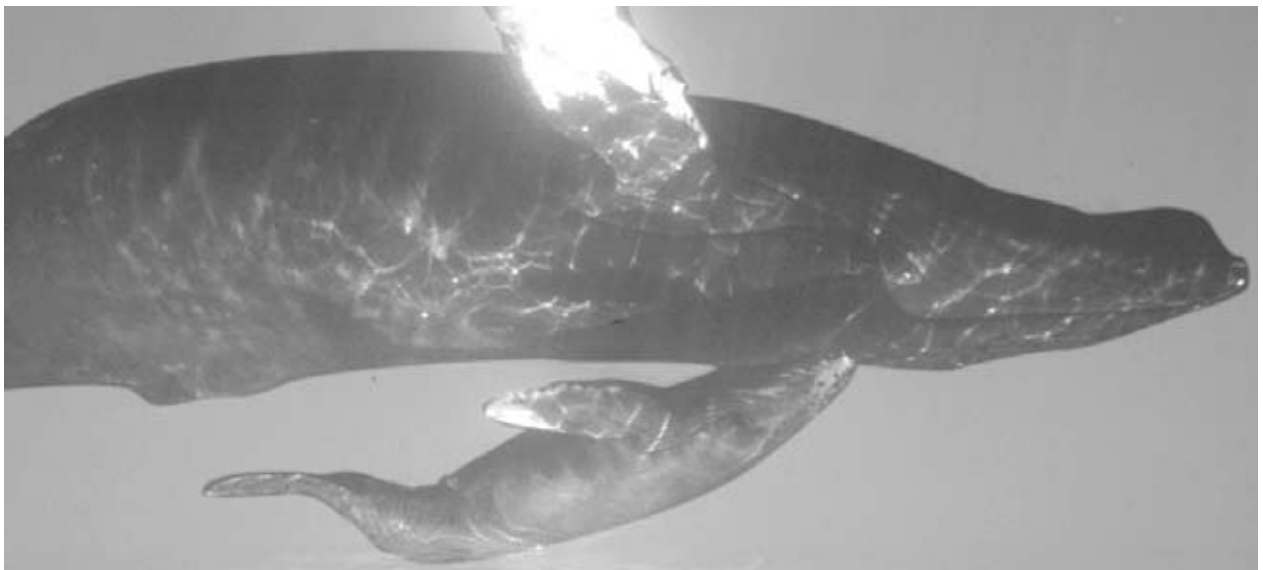
Blowhole of a gray whale with barnacles

Characteristics of Whales

Whales are mammals. They have lungs and must surface for air. Whales do not breathe through their mouths. Instead, they breathe through a **blowhole** on the top of their head. Whales have a constant body temperature. A whale's body temperature is 99 degrees Fahrenheit. It is almost the same as a human's.

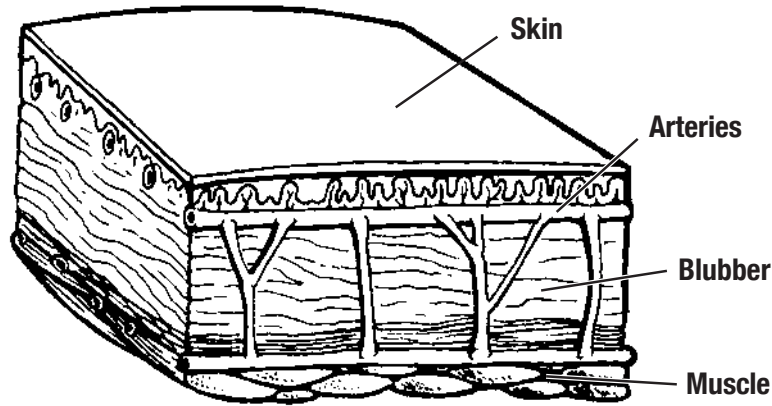
13

Humpback whale with calf



14

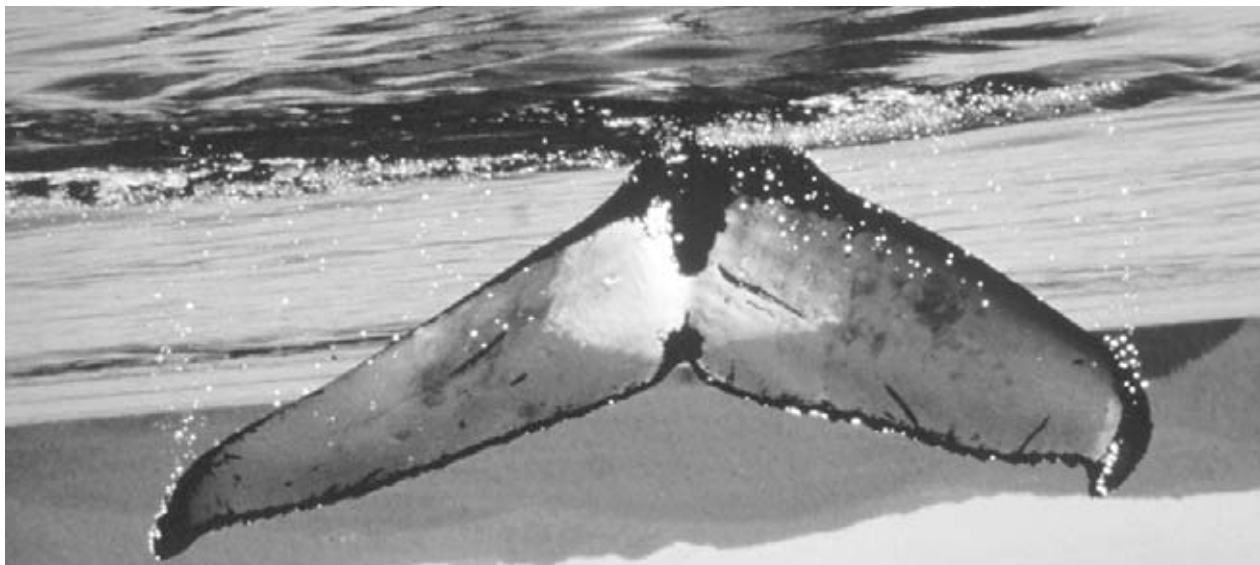
Female whales give birth to live young. They feed their young with milk from special glands. This milk is rich in fat. A large female whale can produce more than 600 liters (150 gallons) of milk a day.



Whales have a thick layer of fat called **blubber**. The blubber lies just beneath the skin. It can be up to 50 centimeters (20 in) thick. The layer of blubber keeps whales warm when they are in very cold water. Whales store food as fat or blubber. They use the blubber for energy when food is scarce. And since blubber is lighter than other parts of the whale's body, it keeps the whale from sinking.

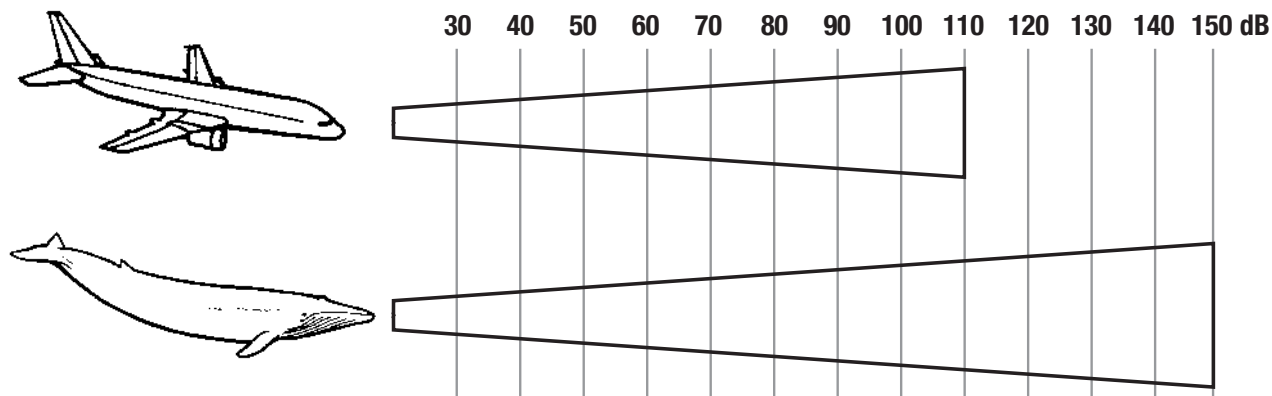
15

A humpback whale's tail



Whales have two large flippers that are paddle-shaped. They also have a large fan-shaped tail. These parts help whales move through the water. They use their flippers to steer. They use their tail to push themselves through the water.

91



The larger whales can make very loud sounds. A blue whale makes the loudest sound of any animal. Sound is measured in units called **decibels**. The sound of a blue whale can reach 150 decibels. In comparison, a jet engine is 110 decibels. So whales are very noisy creatures. A blue whale can be heard through the ocean for over 1,600 kilometers (1,000 miles).

17

Some whales, such as dolphins, make a clicking sound. The sound bounces off objects and returns to the dolphin. Dolphins use the echoes of sound to locate objects in the water. Sperm whales also use this method when hunting for fish and squid in deep, dark water.

81

Two bottle-nosed dolphins surfacing on the ocean





Humpback whale

Whale Behavior

Whales spend much of their time diving below the water. Whales store lots of oxygen in their blood and muscles. When a whale dives, its heart slows down. This means it uses up less oxygen. Some whales can stay under water for a little less than an hour. Other whales can stay under for over an hour. Deep-diving sperm whales can stay under for up to 80 minutes.

19

A pod of orcas swimming with dorsal fins exposed



20

Whales usually swim in groups called **pods**. A pod consists of male and female whales of many different ages. The young whales swim with their mothers. Some pods are smaller and consist only of family members. Others are large and can have over 100 members.



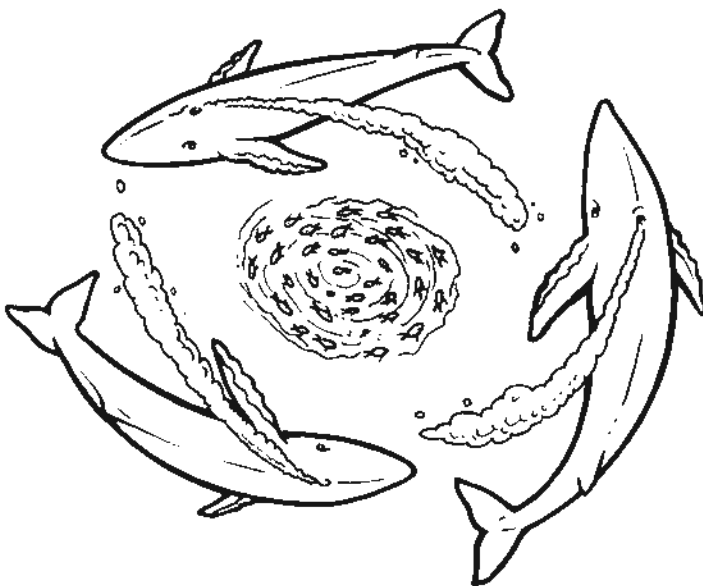
Killer whale popping through the ice

Many whales migrate to warm tropical waters in the winter. They go there to have their babies. In the summer they migrate to polar regions. They go to polar waters because of the rich source of food found there.

21

22

Whales often seem to cooperate with each other. One type of cooperation is bubble feeding. When whales bubble feed, they form a circle. They release bubbles from their blowholes. The bubbles make a curtain that traps small fish. Each whale takes a turn eating fish inside the curtain.





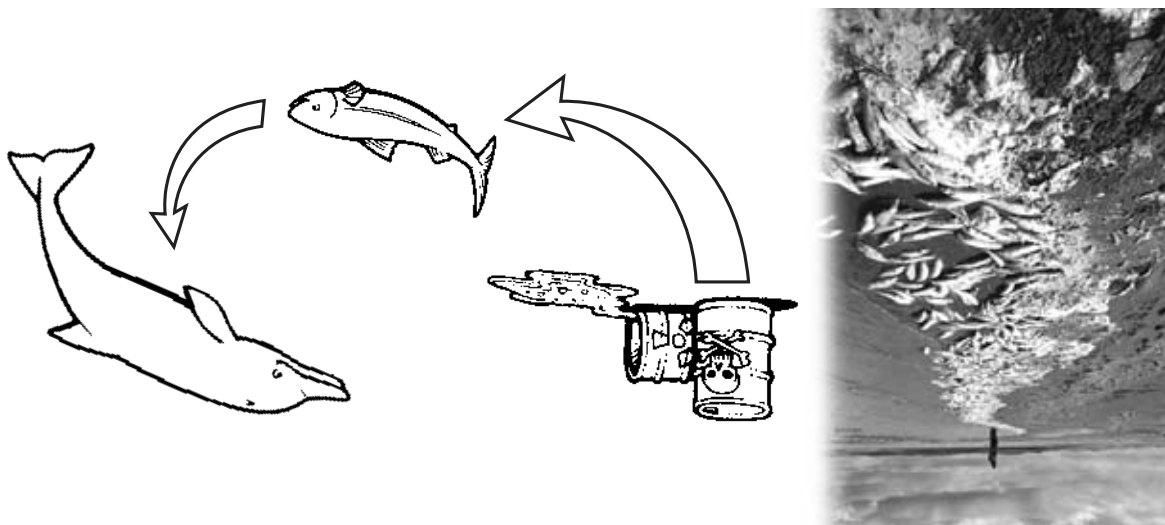
Threatened Whales

For years, whales were hunted for their meat and blubber. The blubber was used for lamp oil. It was also used to make paint, soap, and cosmetics. As ways of hunting improved, more and more whales were killed. Many types of whales were hunted to near **extinction**.

23

Pollution of the oceans is also threatening whales. Whales eat fish that have toxic chemicals in their bodies. As whales eat more and more of these fish, they become poisoned. Scientists also think that noise pollution is interfering with long-distance whale communication.

24





Humpback whale showing large front flippers

Efforts have been made to protect whales. As a result, some types of whales are increasing in number. But whales reproduce slowly. So it will take hundreds of years to get whale populations back to safe levels.

25

26	
pod (n.)	a group of whales (p. 20)
narwhal (n.)	a type of toothed whale, the male of which has one long, straight tusk (p. 7)
extinction (n.)	the process by which an entire group of animals or plants dies out (p. 23)
decibel (n.)	a unit of sound (p. 17)
blowhole (n.)	opening on the top of a whale's head used for breathing (p. 13)
buoyant (adj.)	able to float (p. 10)
blubber (n.)	a layer of fat found beneath the skin of whales (p. 15)
baleen (n.)	special material in the mouth of certain whales that filters food from ocean water (p. 8)

glossary

Name _____

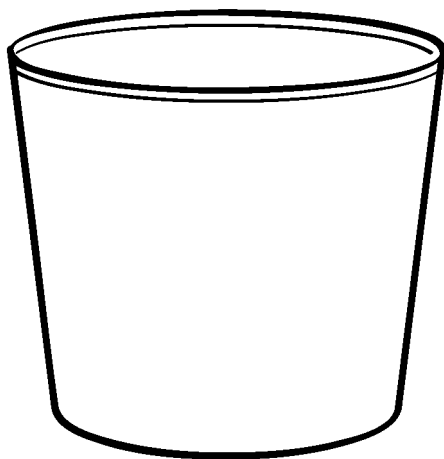
INSTRUCTIONS: Before you read *Whales*, write down what you know about whales in the first column. Write what you want to know in the second column. After reading the book, finish the chart by writing what you learned. Then write how you feel about whales in the box below.

What I Know	What I Want to Know	What I Learned

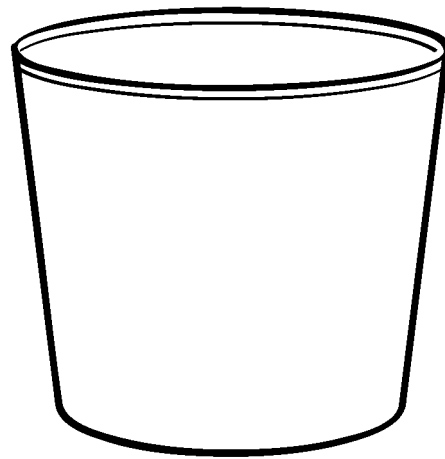
How I Feel About Whales

Name _____

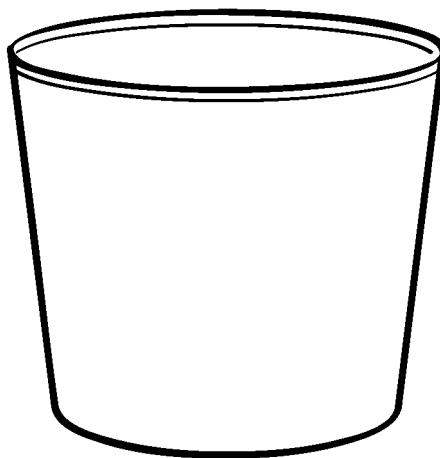
INSTRUCTIONS: Cut out the words at the bottom of the page. Then mix them together and place them in an envelope. Draw out the words one at a time, and say each one out loud. Then paste each word on the correct bucket based on how the word is pronounced.



wh



h



w

WHALES • LEVEL O • 2

whistle	whine	whale	who
when	win	wheel	whip
weather	wok	whole	whom

SKILL: W AND WH SORT

Sally Ride

A Reading A-Z Level O Leveled Reader

Word Count: 1,042



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Sally Ride



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Correlation

LEVEL O

Fountas & Pinnell	M
Reading Recovery	20
DRA	28

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Sally in Space	10
NASA Space Travels	16
Sally as Educator	19



Launch of the STS-7, Sally's first mission in space

Introduction

Half a million people cheered when Sally Ride took off at Cape Canaveral, Florida. The space shuttle *Challenger* shot into space on June 18, 1983. Sally was the first American woman in space. And she was the youngest American astronaut, male or female, at age 32. Ride, Sally Ride!

Sally and four other astronauts were strapped inside the space shuttle. The shuttle was attached to a huge fuel tank. Two smaller rocket boosters were mounted onto the fuel tank. They helped power the shuttle into space. The tank and boosters dropped into the ocean after they used up their fuel. In 44 minutes and 27 seconds, the *Challenger* was circling the earth.



Sally Ride and her crewmates on the STS-7 mission



A photo of the Earth-orbiting space shuttle *Challenger*, taken on the STS-7 mission

Sally was the flight engineer on board. During the time in space she and John Fabian, another scientist, worked on forty experiments. They also tested a 15-meter (50-ft.) robot arm. It was used to pick up broken satellites in space. The whole crew returned to Earth in six days. They had traveled 4 million kilometers (2.5 million mi.)!

Growing Up

Sally was born on May 26, 1951. Two years later, her parents, Dale and Joyce Ride, had another daughter, Karen. The family lived in Encino, California. The planets, stars, and galaxies always fascinated Sally. Yet she never thought about becoming an astronaut. When Sally was nine, the whole family spent a year traveling in Europe. She started to get an idea of how big the world was.

In high school, she was very interested in science. Sally loved sports. She worked hard at tennis, often winning big matches. She went on to college and earned degrees in physics and literature. She even earned a Ph.D., making her Dr. Sally Ride. Her field was astrophysics—the study of stars and other bodies in space.

Early Astronaut Training

One day Sally saw an ad for recruiting NASA astronauts. NASA is short for National Aeronautics and Space Administration. NASA was looking for the very best people to learn about space travel. Sally was chosen for the 1978 NASA astronaut class. She was very proud. Two women from the Soviet Union had already been in space. She wanted to be the first American woman in space.



Sally training
in a simulator



Piloting a plane

Learning to become an astronaut was hard work. Sally had to learn to pilot a plane. She had to learn how to control the launch and reentry of the shuttle. She needed to know how to operate the computer systems and switches on the shuttle. As flight engineer, she had to learn to use the shuttle's robot arm to pick up satellites from space.

Sally often worked with one of her astronaut classmates, Dr. Steven Hawley. The two of them fell in love and were married on July 24, 1982. They shared the same excitement about space travel.



On the shuttle

Sally in Space

On Sally's first ride in space, she sped along at 28,164 kilometers per hour (17,500 mph). The space shuttle circled the earth in ninety minutes. It circled the earth rather than flying off into space because of the earth's gravity. The shuttle's speed was just fast enough to keep it from crashing into the earth. It circled about 322 kilometers (200 mi.) above the earth.

Sally wrote a book about her space travels. She wrote that the best part of being in space was being weightless. She told how the crew moved around by grabbing onto something on the wall to keep from floating away. When they were working on a machine, they were always strapped in. Most of the time they ate with spoons. They ate sticky food so that it wouldn't float away. They used a straw to drink. They stored all their trash and brought it back to Earth.



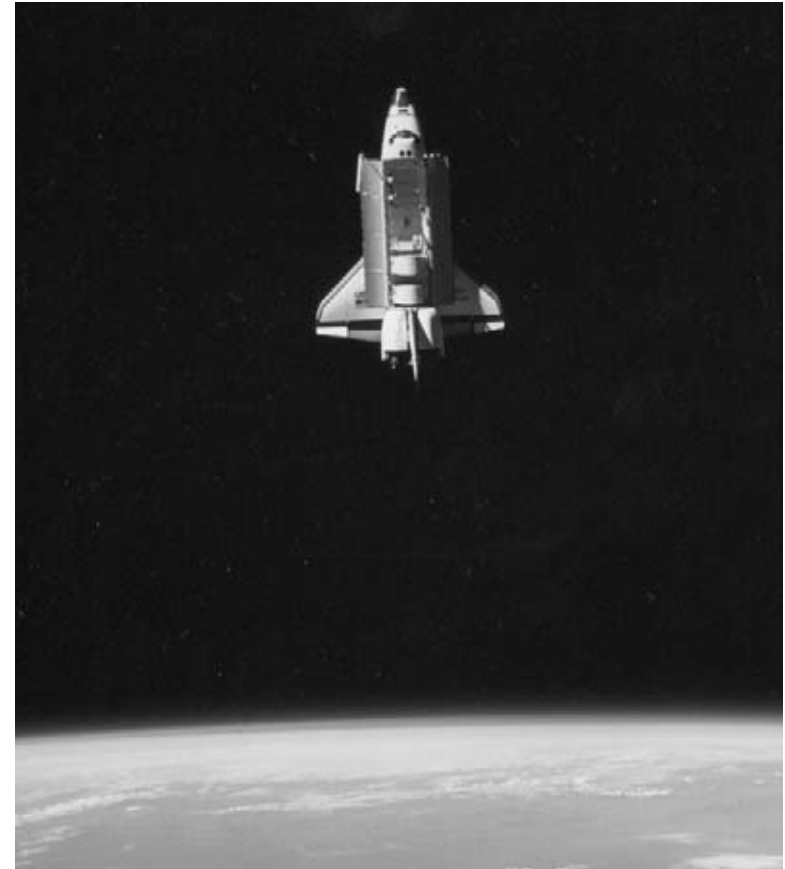
Using a sleep restraint to keep from floating around while sleeping





Greece is below the vertical stabilizer of the orbiting space shuttle *Challenger*.

The astronauts took exciting pictures as they circled the earth. These pictures help all of us see the wonders that the astronauts saw. Sally wrote, "Through the small windows of the space shuttle, I looked down on Earth and saw the oceans and land that make up our planet. The view was spectacular."



The Earth-orbiting space shuttle *Challenger* beyond Earth's horizon as seen from the STS-7

With these space photos, scientists learn more about the earth. They use them to study how humans and other living things are changing the planet. The pictures are also used to learn about the layers of air surrounding the earth.

Sally returned to space aboard the *Challenger* on October 5, 1984. This time, there was another woman astronaut aboard—Kathryn Sullivan. On that trip, Kathryn was the first American woman to walk in space. Sally launched a weather satellite. The satellite would be used to find out if the air surrounding the earth was getting warmer.



Kathryn Sullivan

NASA Space Travels

Many space shuttles were launched in 1983 and 1984. Judith Resnick, a classmate of Sally's, had been in space in August, 1983. Many new experiments were completed. Some of the crew walked in space with small jet packs on their backs. They repaired a satellite in space for the first time. Space travel seemed safe and exciting.



Judith Resnick



Christa McAuliffe

With so much success, NASA decided that ordinary people could join the astronauts aboard a space ship. The first one chosen was Christa McAuliffe. She was an elementary-school teacher. She planned to give lessons about space as she circled the earth.

The *Challenger* was ready to launch on January 28, 1986. Its crew of seven included Judith Resnick and Christa McAuliffe. With the world watching on TV, the *Challenger* launched into space. But just over a minute after launch there was trouble. The *Challenger* exploded. The sky filled with fire and a huge cloud of smoke. The shuttle and its crew were lost. The accident caused NASA to stop its space program for a while. They needed to make space travel safer.



The *Challenger* explosion



At a conference about women in space

Sally as Educator

After this terrible accident, Sally Ride decided not to go on another shuttle trip. She kept working at NASA. Then she went to work teaching college science. She also has worked to teach young children about the wonders of space travel. She has written books and has taught classes to interest children in space. She has been a role model for girls who want to work in science.



Sally Ride is the first American woman to go into space. She has helped teach us the wonders of space. She has shown us that dreams can come true with courage and hard work.

Ride, Sally Ride!

Name _____

INSTRUCTIONS: After reading the book, answer the following questions.

1. Who is Sally Ride?

2. What is she famous for?

3. What was Sally interested in during school?

4. What are her degrees in?

5. What did Sally think was the best part of being in space.

6. What is Sally doing now?

Name _____

INSTRUCTIONS: In the first section write some words using consonant digraphs. In the second section, write synonyms for the words. In the third section, write as many words as you can think of that end in *est*.

Consonant Digraphs

ph Example: photo

th Example: thick

sh Example: shop

wh Example: which

ch Example: chin

Synonyms

little

terrible

wonders

excited

broken

circling

Words that end in est.

Jenny Loves Yoga

A Reading A-Z Level O Leveled Reader

Word Count: 1,086



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Jenny Loves Yoga



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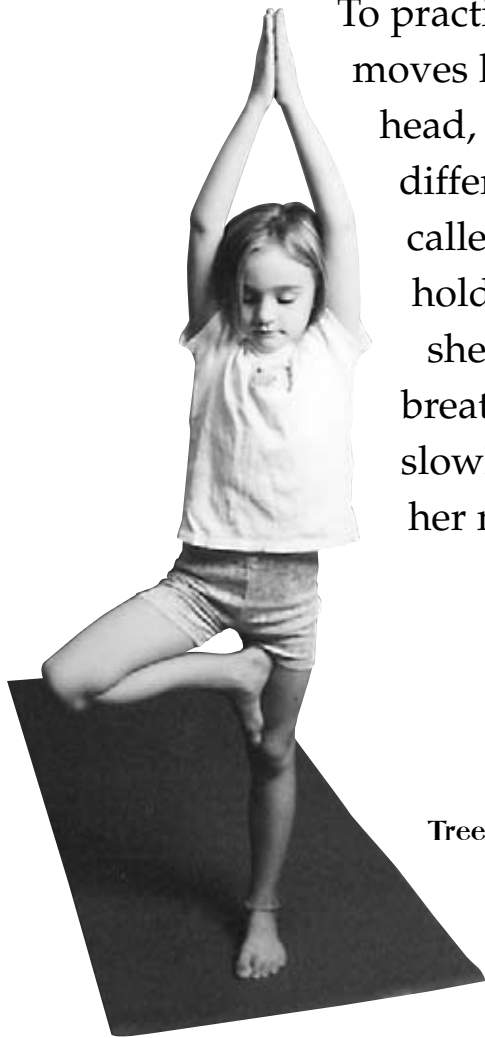
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Correlation

LEVEL O	
Fountas & Pinnell	M
Reading Recovery	20
DRA	28

Each morning Jenny begins her day by practicing yoga. Yoga is an exercise that helps Jenny to grow strong and flexible.

To practice yoga, Jenny moves her arms, legs, head, and chest into different positions called poses. Jenny holds the poses while she smiles. She breathes in and out slowly through her nose.

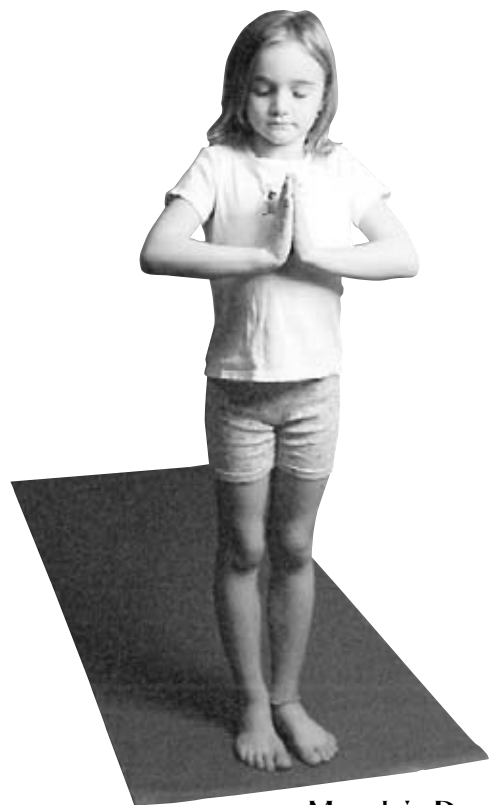


Tree Pose



Getting started

Jenny wakes up very early and puts on her yoga clothes. Loose or stretchy shorts and a T-shirt work well. She rolls out a long, thin piece of rubber called a “sticky mat.” The mat helps keep Jenny from slipping while she is moving from one pose to another.



Mountain Pose

Jenny begins by standing very straight at the front of her mat. She places her palms together over her heart. She closes her eyes and listens to the sound of her breath. This pose is called **Mountain Pose**. Jenny stands very still for several minutes. She is practicing being as strong and quiet as a mountain.

Many yoga students around the world begin their day at dawn. As the sun rises, they practice the **Sun Salutations**. A salutation is a greeting, or a way of saying “hello.” The Sun Salutations are a series of poses linked together. With each breath, Jenny moves from one pose to the next.



To begin the Sun Salutation, Jenny breathes in through her nose. She reaches up, stretching her fingertips to the sky.

This is the beginning of the Sun Salutations.

As she breathes out, she bends at her waist. She folds forward, reaching toward her toes. Then, breathing in, she lifts her chin. She walks her feet back as she lowers her body to the floor with her arms.



Forward Fold

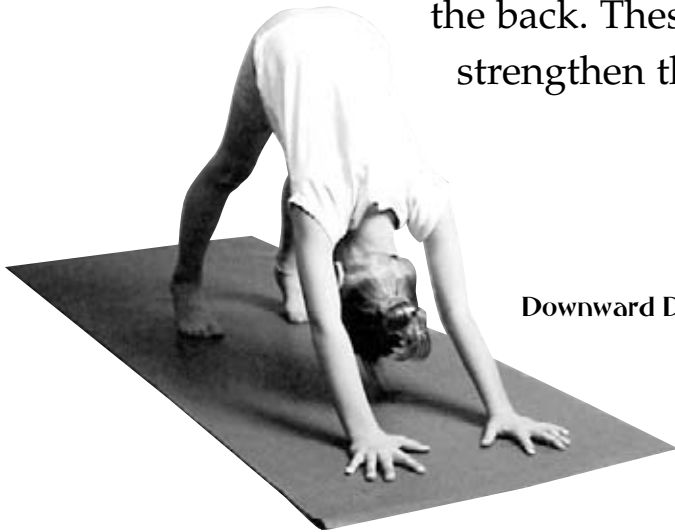


Cobra Pose

Breathing in, she begins to straighten her arms. She lifts up her chest and head as she presses her hands into the ground. She leans her head back. This pose is named after a kind of snake called a cobra. A cobra snake lifts its head up and back to scare away an enemy. Jenny makes sure to continue breathing while she holds the pose.

Then Jenny pushes back into a pose called **Downward Dog**. This pose looks similar to the way a dog stretches after a nap. Her hands and feet press into the floor as she begins to straighten her legs. After a few breaths she bends her knees and hops forward. Breathing out, Jenny folds over her legs again. Breathing in, she lifts up her hands and chest to the sky. Breathing out, she lowers her arms back into Mountain Pose.

Jenny moves through five sets of the Sun Salutations. This series of poses warms up the muscles of the legs and the back. These poses also strengthen the arms.



Downward Dog Pose



Triangle Pose

After Jenny has moved through the Sun Salutations, she is ready to try other yoga poses. She steps her feet apart and stretches out her arms. The rubber mat keeps her feet in place. Jenny begins to bend at the waist. She leans out over her leg and reaches down to touch the floor. Carefully, she turns her head to look up at the ceiling. Can you see why this pose has been named **The Triangle**?



Tortoise Pose

Jenny likes to do poses that remind her of her favorite animals. Can you see why this pose might remind people of a tortoise?



Fish Pose

Jenny enjoys practicing this pose, named after a big fish.



Rabbit Pose

The **Rabbit Pose** is a wonderful way to stretch the muscles of the neck.



Boat Pose

Some yoga poses are named after things they resemble. Jenny likes to practice the **Boat Pose**. She sits and holds the backs of her knees with her fingers. Jenny leans back as she straightens her legs. She imagines she is a little boat floating on the surface of the water.



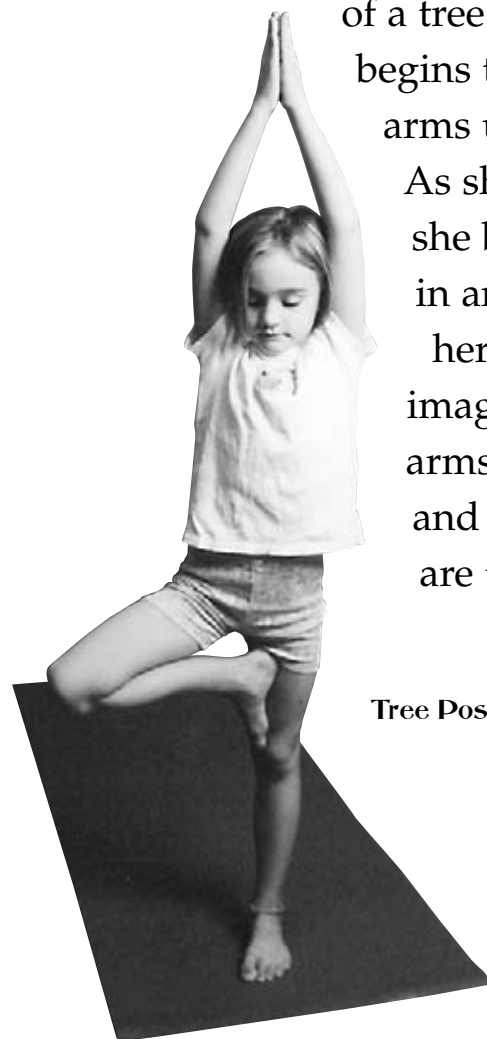
Airplane Pose

Jenny also loves to practice balancing poses. These poses help to strengthen the legs and feet. First, she stands on one leg and focuses her gaze on one spot on the floor or wall. As she leans forward, she lifts her other leg up and back. She holds her arms out like wings. She pretends she is floating like an airplane.

Another balancing pose is called **The Tree**. Again, Jenny stands on one leg. She tries to make this leg feel as strong as the trunk

of a tree. Slowly, she begins to lift her arms up to the sky.

As she balances, she breathes calmly in and out through her nose. She imagines that her arms are branches and her fingers are the leaves.



Tree Pose



Camel Pose

This back-bending pose is called **The Camel**. This pose is wonderful for strengthening the arms, the legs, and the back.



Shoulder
Stand

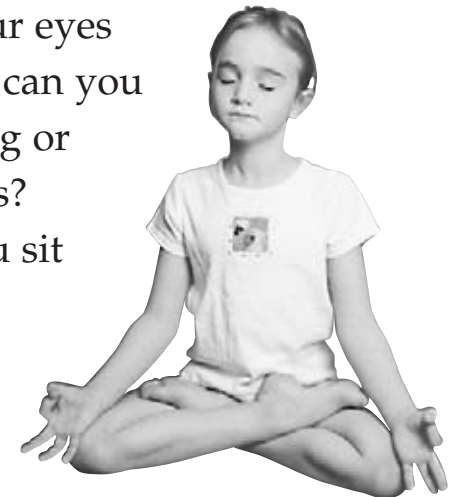
Near the end of her yoga practice, Jenny makes sure to practice an inversion. An **inversion** is a pose in which the body is held upside down. This allows old blood to drain out of the legs. It helps to prevent soreness in the muscles. Jenny's favorite inversion is the shoulder stand. She lifts her legs up toward the ceiling. She bends her elbows and uses her hands to support her back. She holds the pose for a few minutes.

Jenny also likes to practice this simple inversion. She lies on the floor and lifts her legs. As she leans her legs against the wall, she reaches her hands out to the sides. This pose is a very restful way to practice an inversion.



An inversion

Jenny is almost finished with her yoga practice. She folds her legs into the **Lotus Pose**. She crosses one leg over the other in the shape of a pretzel. She tries to make her back straight and tall. She rests her hands on the tops of her knees. She sits very still and closes her eyes. She listens to the sound of her breath. Although she is not sleeping, Jenny is allowing her brain to stop thinking. This practice of not thinking is called **meditation**. At first, it can be very hard to do. Meditation helps to make Jenny feel calm. Try sitting very still with your eyes closed. How long can you sit without moving or opening your eyes? How long can you sit without thinking about anything?



Sitting in Lotus Pose



Jenny uses a blanket to keep warm.

Jenny always makes sure to finish her yoga practice with a rest. She lies down and covers her body with a blanket. She closes her eyes and completely relaxes her arms and legs. She stays in this pose for several minutes.



Jenny has finished her yoga practice. Yoga helps her to feel flexible and strong. Jenny knows that a good yoga practice also includes getting plenty of sleep, and eating healthy food.

Name _____

INSTRUCTIONS: Number the yoga poses Jenny did in the correct order. Then choose a word from the word box and write it next to the pose in the appropriate place according to where they are happening.

_____ Airplane pose	_____
_____ Boat pose	_____
_____ Camel pose	_____
_____ Cobra pose	_____
_____ Downward Dog pose	_____
_____ Fish pose	_____
_____ Forward pose	_____
_____ Lotus pose	_____
<u> 1 </u> Mountain pose	Sun Salutation
_____ Rabbit pose	_____
_____ Shoulder pose	_____
_____ Tortoise pose	_____
_____ Tree pose	_____
_____ Triangle pose	_____

Sun Salutation

Meditation

Pose Practice

Name _____

INSTRUCTIONS: Add a suffix to the words to create a new word.

slow _____

ible

comfort _____

y

help _____

ful

breath _____

s

wonder _____

ion

excite _____

ed

call _____

ent

lower _____

es

express _____

ly

differ _____

able

straight _____

less

stick _____

ment

stretch _____

ing

flex _____

en

Troika: Canine Superhero

A Reading A-Z Level O Leveled Reader

Word Count: 1,100



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Troika

Canine Superhero



Written by Robert Charles and Elizabeth Austin
Illustrated by John Kastner

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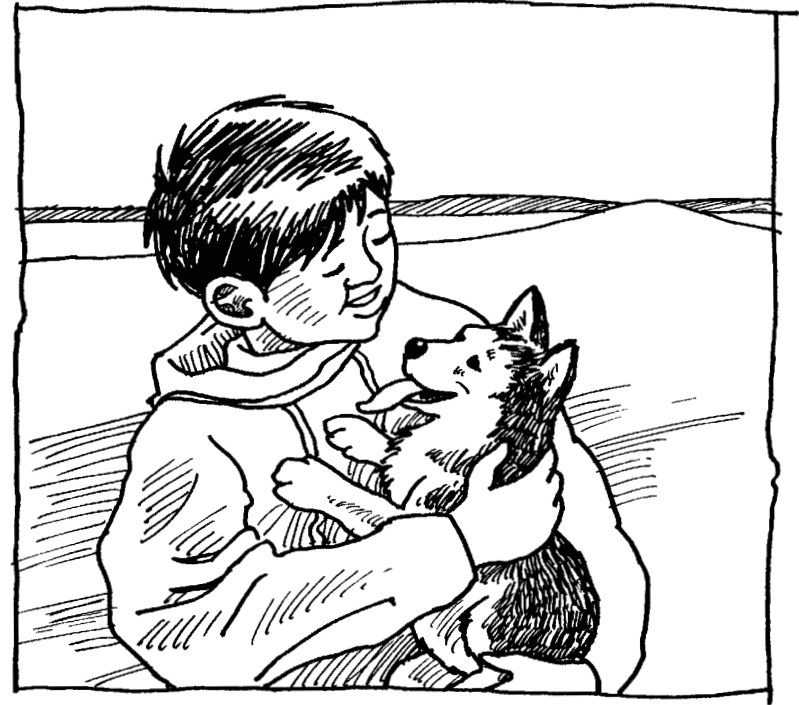
Correlation

LEVEL O	
Fountas & Pinnell	M
Reading Recovery	20
DRA	28



I'm sure every boy loves his dog. If you ask any boy how much he loves his dog, he'll say, "More than anyone ever loved a dog before." But my dog is different. My dog is a superhero, and he became one even though he only had three legs. And I know for sure that I love my dog more than anyone has ever loved a dog before.

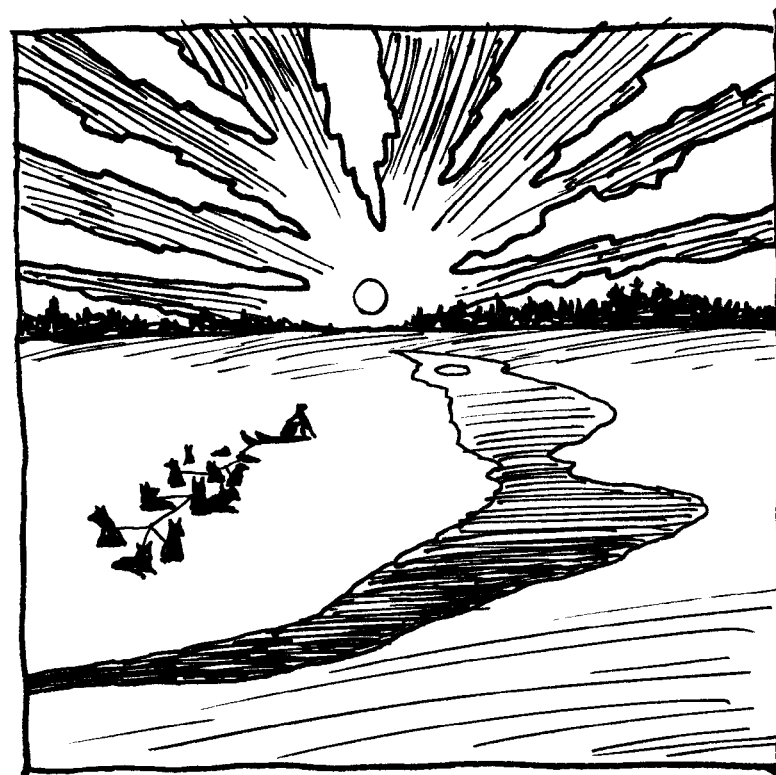
This dog was different from the day he was born. The other puppies in the litter scrambled over each other. They barked and whined and growled. But one dog was calm, as though he knew what was going on. And when I held him, he looked me right in the eyes. It was as if he could speak. At the time, I couldn't think of a name that was good enough to fit him. So I just called him "Dog."





Dog only got better as he got older. He was the smartest of the litter, and by far the most loyal. The other dogs sleep outside in doghouses. But Dog couldn't fall asleep unless he was next to me. He would wait outside his doghouse all night. So he sleeps on the floor of my bedroom. We're never apart for a minute.

Dog and I live in Canada, above the Arctic Circle. Up here, there's snow on the ground for nine months of the year. There aren't many roads, and the rivers stay frozen. The sun doesn't even come up for a good part of the winter. My family and I use dogsleds to get around the frozen land.





It's hard to make a living up here. If there's a thaw during the winter, it's impossible to cross the rivers by sled. Sometimes, food runs low, and we have to hunt deer, hares, and other animals.

During one thaw, I went out hunting. I had brought down a deer, and the dogs were resting while I cleaned it.

I realize now that it was my fault. I should have known that the thaw would bring some bears out of hibernation. I should have known that the smell of the deer would attract them. But I didn't think of it until the hungry bear had knocked me down, and by then, it was too late. I was staring straight down the throat of a huge grizzly.





But out of nowhere, Dog ripped free from his harness and leapt on the bear's back. The bear roared and twisted, but Dog held on. It all seemed to take forever. Dog was thrown by a swipe of the bear's huge paw, and the angry creature finally ran off.

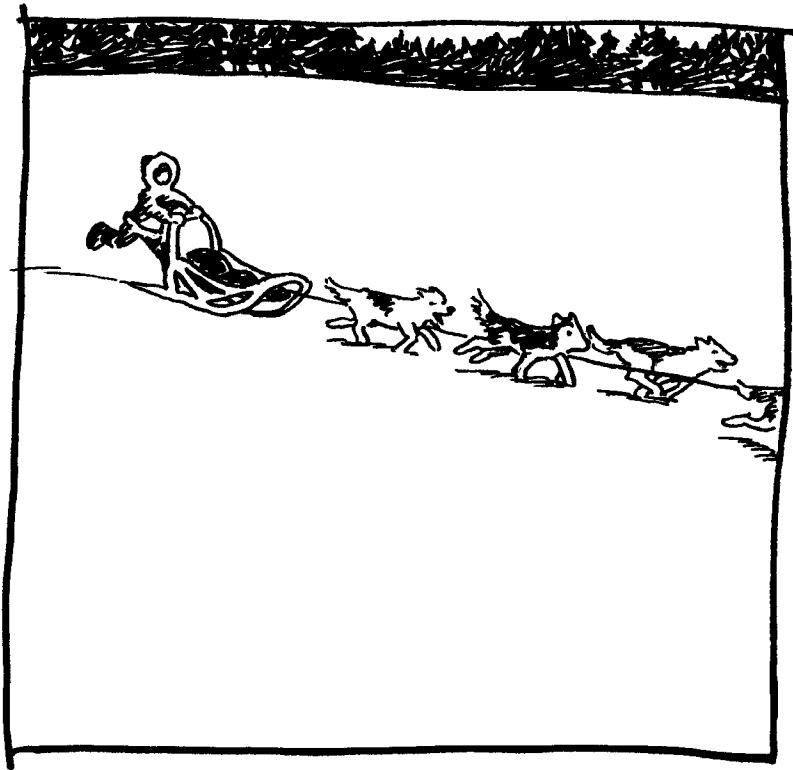


I ran over to Dog. The wet snow was stained scarlet with his blood. His leg was bitten, badly, and I was sure the bone was broken. Dog could barely lift his head, but his eyes still told me that he was there for me.

I carried Dog home as quickly as I could. But his leg was badly hurt. My father had to amputate it. I was heartbroken—but Dog didn't seem to mind. Soon enough, he was back to being the best dog in the litter.



Even with three legs, Dog was still my strongest runner. The next winter, I started entering sled-dog races. Dog was always my lead dog. The other kids looked at me funny for having a three-legged lead dog. But they looked at me very differently when we won.



After winning a few races, I entered my longest race yet. The course stretched over five hundred kilometers. I was one of the youngest people to enter, and the only person with a three-legged lead dog. But early on, Dog and I were in first place. The other racers even commented on how strong Dog seemed.



The hardest part of the race was a long stretch across a frozen river. The winds were bitter, and the ice could be dangerous. As the dogs ran, I could hear the river groaning and creaking under the ice.

Suddenly, the ice shuddered and cracked. Dog tugged hard, like he knew there was trouble. But the front of my sled caught on the crack, and it tumbled into the icy water.



The shock went through my whole body. I never thought anything could be so cold. I could barely see, and all I could do was hold on tight. Ahead of me, I saw dark shapes moving. And at the front of those dark shapes was Dog. He kept tugging, no matter what. At last, the team was able to drag the sled out of the water. He had saved me again.





I spent the whole night by the fire, and I thought I might never be warm or dry again. But Dog curled up next to me. He kept me warm all night. By the next morning, we were ready to go again.



I thought that was the last of our troubles. The next morning dawned bright and cold, and we were running hard. It wasn't long before we were at the head of the pack again. And Dog, as always, was right up front.

During a short rest, Dog's ears suddenly pricked up. There was a crashing sound coming from the trees. A huge bull moose stumbled into the clearing where we were. Nothing scares me more than moose. Unlike bears, they're unpredictable. They seem to get mad and charge for no reason.



The moose sent a puff of steam out of its nostrils. Then, with a grunt, it started to gallop toward us. This was a disaster. The moose was about to trample me and my entire sled-dog team. But like a shot, Dog leapt at the moose and seized its leg.

The moose gave a mighty kick. It was too much even for Dog, who went sailing through the air. He hit a tree, hard, and I was sure he was dead. The moose lowered its head and seemed to eye the rest of the dogs. But Dog got up. He stood swaying on his three legs. And he stared that moose in the eyes until the moose realized that Dog would never, ever give up. Looking a little frightened, the moose retreated into the woods.



That was the third time my three-legged dog had saved my life. After that, I knew what I would name him.

I chose the word Troika. It's a Russian word that refers to things that come in threes. And even though he only has three legs, he has proven three times that he is a true superhero.

Name _____

INSTRUCTIONS: In the following boxes illustrate the main points of the story in order. Write a sentence to explain your illustration under each box.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Name _____

A) Make these words into contractions

have _____ not

it _____ is

I _____ am

Did _____ not

I _____ have

were _____ not

we _____ have

should _____ have

B) Make some compound words using these beginnings

door

house

light

tree

dog

class

rain

grand

some

foot

Makusani's Lesson

A Reading A-Z Level O Leveled Reader

Word Count: 1,096



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Makusani's Lesson



A Folktale of the Yekuana of Venezuela
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Makusani's Lesson



A Folktale of the Yekuana of Venezuela
Retold by William Harryman
Illustrated by Maria Voris

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This story is based on the character of Makusani, from the creation myths of the Yekuana, a small tribe living along the Upper Orinoco River in Venezuela.

Makusani's Lesson
Level O Leveled Reader
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A Folktale of the Yekuana of Venezuela
Retold by William Harryman
Illustrated by Maria Voris

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Correlation

LEVEL O	
Fountas & Pinnell	M
Reading Recovery	20
DRA	28



The older people tell a story of a boy named Makusani. He was usually a well-behaved boy and always meant to be good. But somehow he managed to get himself in trouble without even trying.

One morning, Makusani was leaving his house to hunt up in the mountains. His mother told him to be careful and to stay on the trails. "I worry about you," she said, as he walked out the door.



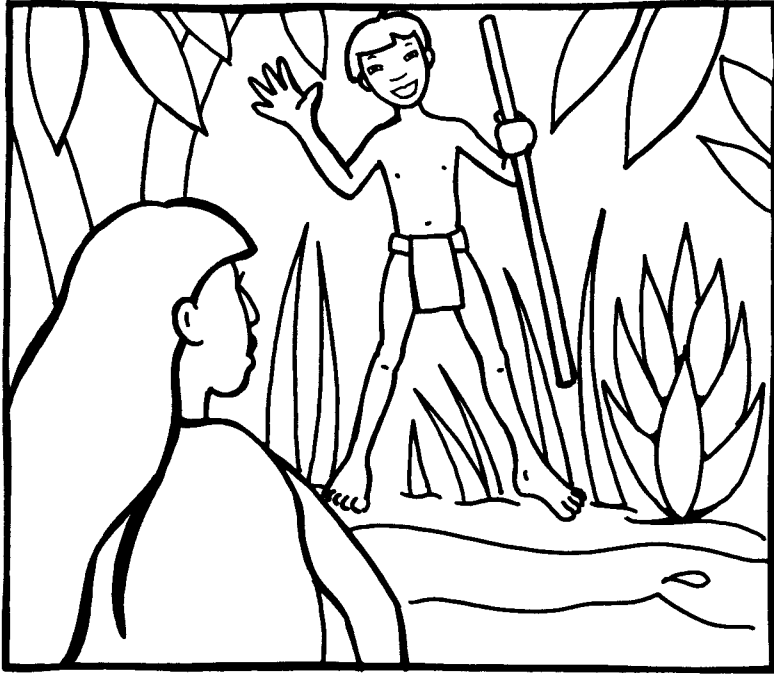


"I'll be fine, Mom," he shouted back, carrying his blowgun at his side.

So Makusani left the village and traveled toward the mountains. There were many small animals to hunt where the forest grew thick.

As Makusani was following the trail up into the mountains, he approached a river. He had passed by this place many times before. But on this day there was a canoe tied to the shore. As he walked closer to the canoe, he noticed there was a girl in the boat.





He forgot about hunting and decided he wanted to play with the girl. He yelled, "Hi. My name is Makusani. What's yours?"

"Leave me alone," she said. "My father won't let me talk to boys."

"But he won't know," Makusani replied. "Why can't we play?"

She didn't answer. In fact, she ran away.



Makusani thought this was an unusual kind of game, but he followed her. As he chased her, though, she turned into a frog. She hopped and hopped, and he couldn't catch her. Makusani ran as swiftly as he could, dropping his blowgun along the way, but she escaped.

He was out of breath. He had wandered far from the trail and the rain forest was very thick. He was unsure of how to find his way back to his village.

Makusani sat on a log and thought, "What should I do now? How am I going to get back home?"



As he sat there, another girl walked out of a grove of tropical trees. "What are you doing here, so far from your village?" she asked. She was a few years older than Makusani.

"I'm lost," he said. "I was chasing a frog, but she got away. Now I don't know how to get back home."

"My name is Huenna," she said.

"I am Makusani," he replied.

"We'll go to my father's house," Huenna said. "He'll know how to get you home." She liked Makusani. He appeared to be a nice boy.

The two went walking off into the forest. After they had traveled for a long time, Huenna stopped to rest. "I'm weary," she said. "Let's rest here for a while. I want to take a quick nap. You stand guard, and don't play any childish tricks on me while I am asleep." "Okay," Makusani said, wondering how long she wanted to rest.



But after only a few minutes, Makusani was restless. Huenna appeared to be asleep already. He dug around under a fallen tree and found a little green beetle. He thought it would be funny to put the bug on her arm while she slept.





As he quietly laid the beetle on her arm, she woke up. "I told you not to play any tricks on me," Huenna said. She was very angry. While Makusani was trying to explain that he was only playing, she turned into a tinamou bird and flew away.



Makusani was alone again. He was even more lost than before. He thought, "How am I going to find the trail? How am I going to get home?"

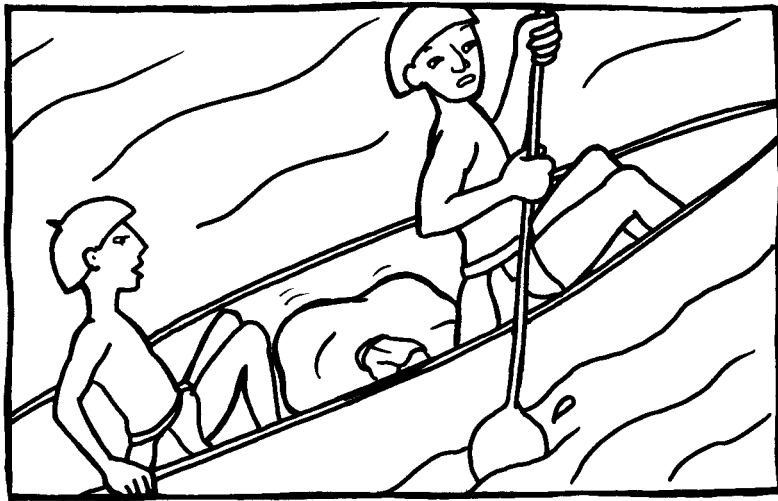
He decided to walk down the hill, hoping to find a trail. After walking for a while, he found another river. There was a canoe floating by on the current.

"I'm lost," yelled Makusani to the man in the canoe. "I want to go home."

"Get in," the man said, steering the canoe to the edge of the river. "My name is Nanudi."

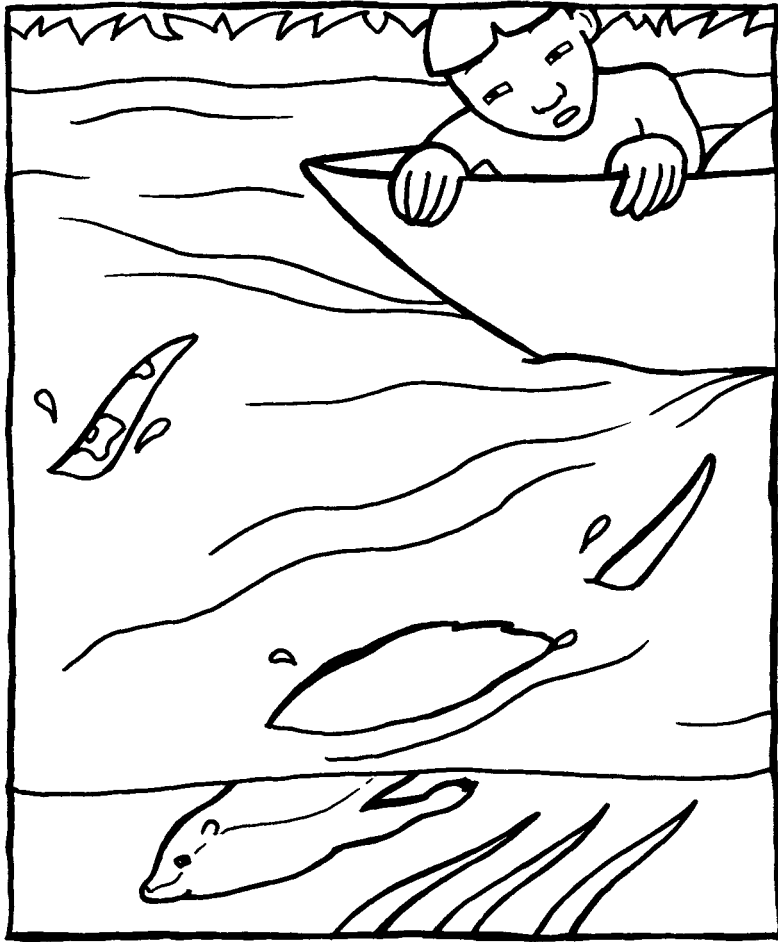
"I am Makusani," the boy said.

As they floated down the river, Nanudi told Makusani not to open the bag in the bottom of the canoe. Makusani agreed he wouldn't. But the bag was wiggling. Makusani was curious about what might be inside.



They came to a rapid where the river was swift. Nanudi had to paddle hard to control the canoe. Makusani thought he could sneak a quick peek inside the bag while Nanudi wasn't looking. When he opened the bag, a boa constrictor uncoiled from the bag and tried to wrap itself around Makusani.

"I told you not to open the bag," Nanudi yelled as he threw the giant snake into the water. He was very angry. Just as Makusani was trying to explain that he was only being curious, Nanudi turned into an otter and swam away.



Without warning, Makusani had to paddle the canoe. He didn't know how, so he just steered toward the riverbank. He was relieved when he hit the riverbank.

Makusani pulled the canoe out of the water and started walking downhill. It was getting late now, and he was feeling worried. He still didn't know where he was.

Makusani climbed up into a tree to rest for a while. He was getting hungry and he didn't even have his blowgun anymore. He had dropped it when he was chasing the frog. As he sat in the tree, wondering what to do next, the boa constrictor slithered up the tree. Makusani was afraid, but he was too high to jump.

Suddenly, the snake turned into a girl. She spoke to Makusani: "I am the daughter of the Sun. Because you released me, I will assist you in getting home."



"Thank you," Makusani said, relieved he wasn't going to be eaten.

"There is one condition, though," the Sun Girl replied. "You must always think about how your actions will affect others."

"Is that all?" Makusani inquired, relieved this time that he wouldn't have to do anything difficult.





"It's very important," she said. "Your mother has been worried sick about you all day. It's almost nightfall, and she expected you to return home hours ago. Instead, you were getting yourself lost."

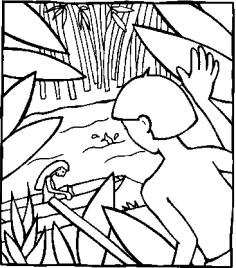
"I promise," replied Makusani. He felt bad that his mother had been worried all day. He also felt bad that he put a beetle on Huenna's arm and made her angry.

So, the Sun Girl walked Makusani back to his village. His mother was excited to see him and thanked the Sun Girl repeatedly. Just as Makusani's mother was about to invite the Sun Girl to stay for dinner, she turned back into a boa constrictor and slithered into the forest.



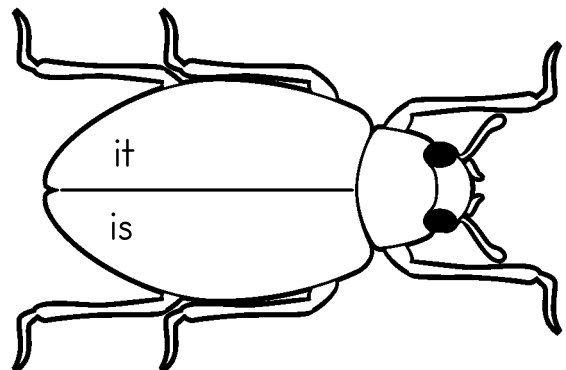
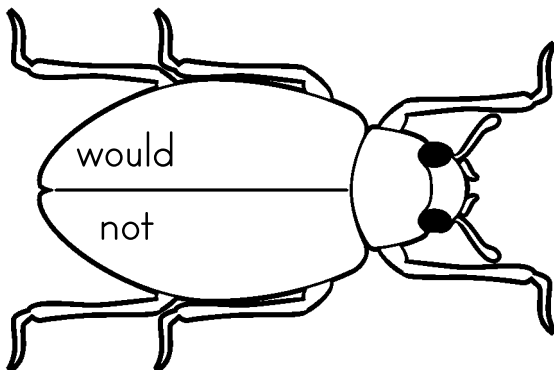
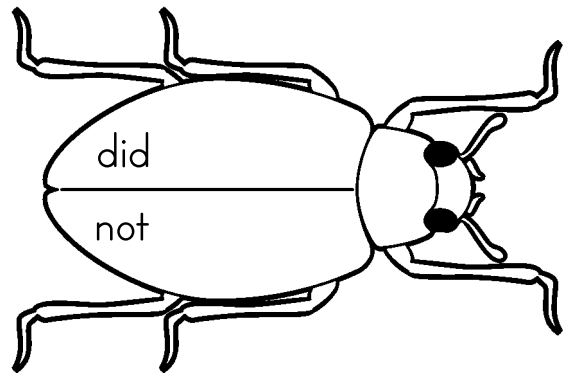
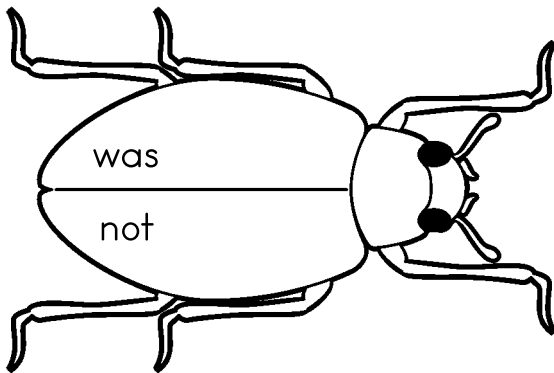
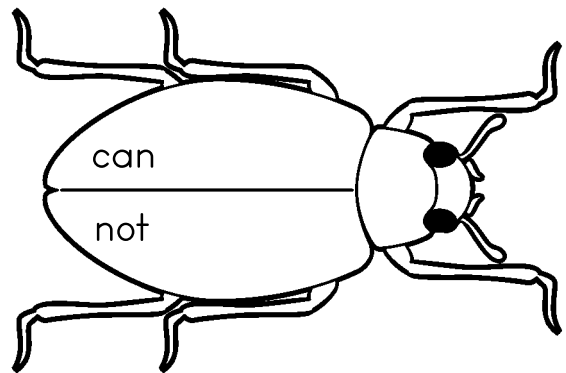
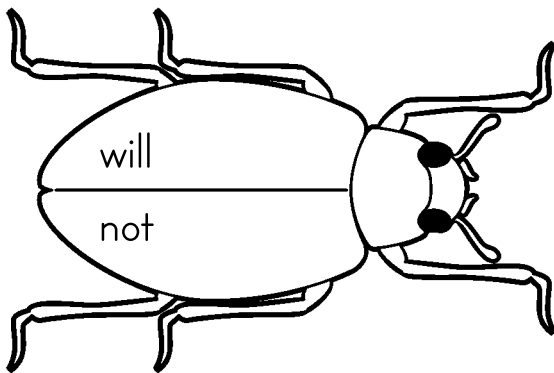
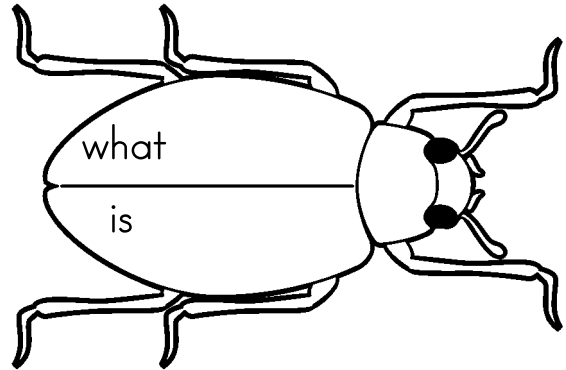
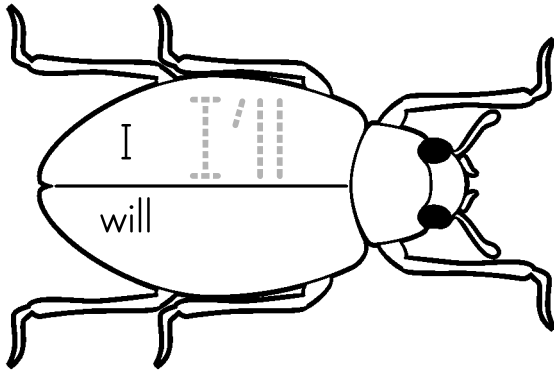
Name _____

INSTRUCTIONS: Complete the following organizer.

	pages	Setting	Feelings
	4-5		
	6-7		
	8-9		
	10-11		
	14-15		

Name _____

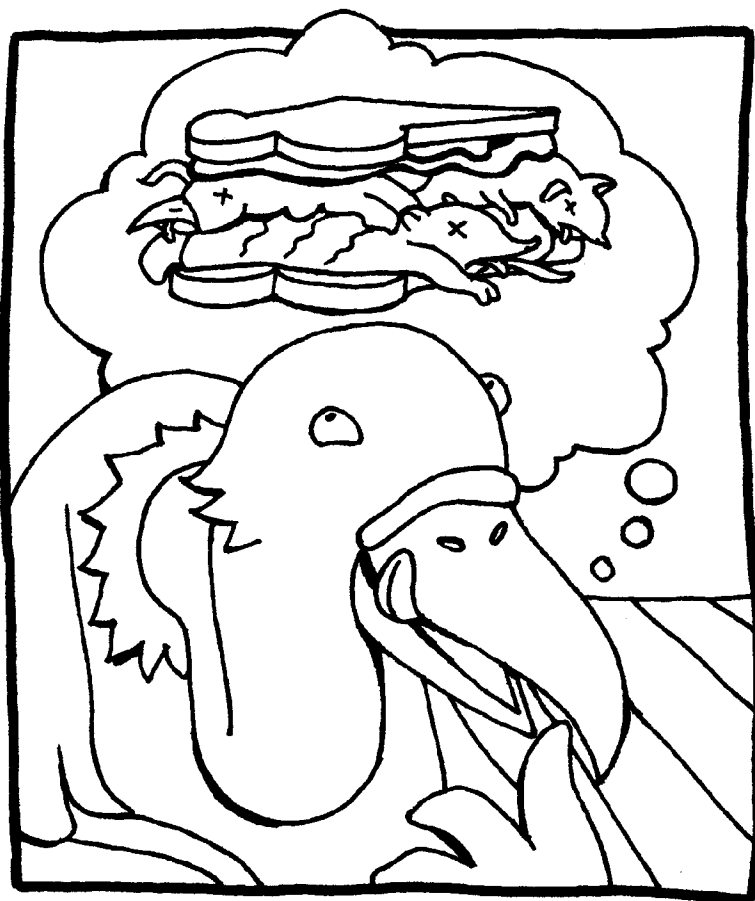
INSTRUCTIONS: Look at the two words on the bug. Write the contraction on the line.



Irma's Sandwich Shop

A Reading A-Z Level O Leveled Reader

Word Count: 910




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Irma's Sandwich Shop



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Illustrated by Dominic Catalano

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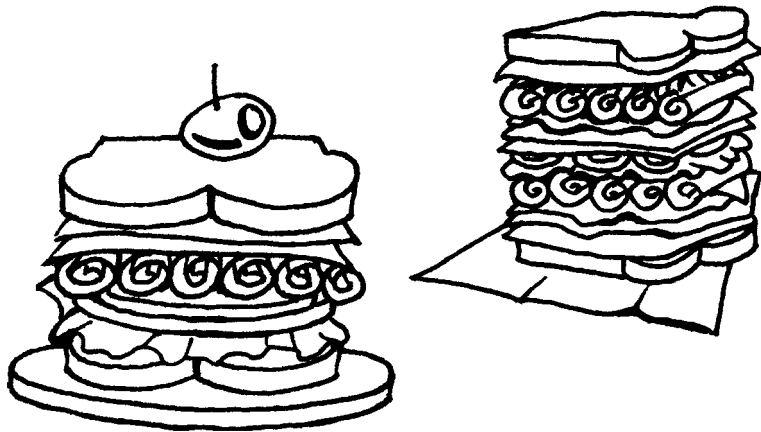
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Irma Opens a Shop

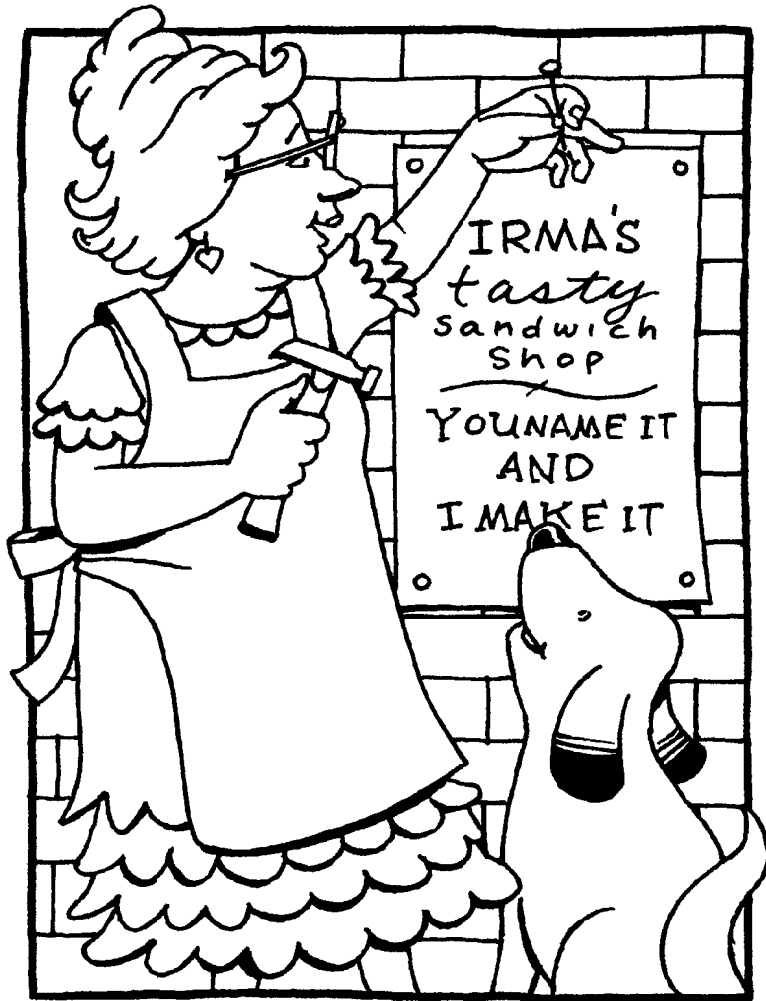
We all like a good sandwich. And we all have our favorite. Maybe it's peanut butter and jam. Or maybe it's ham and cheese with pickles and mustard. But not Irma. She did not like sandwiches, but she sure could make them.



In fact, Irma loved to make sandwiches. She loved it more than anything else. Irma made lots of sandwiches, and she never heard of one she couldn't make. So no one was surprised when Irma opened a sandwich shop.



Irma's shop was on the corner of Pumpnickel and Rye. It was the busiest corner in town. Everyone passed her shop at least once a day, and when they did, they had to stop.



Irma nailed a large sign to the front of her shop. It read:

Irma's Tasty Sandwich Shop.
You name it, and I make it.



Irma's Famous Sandwiches

There wasn't a sandwich Irma couldn't make, and it wasn't long before everyone began to believe it. If you named a sandwich, Irma would make it. If she didn't have the ingredients, it never took her long to get them.



She had every kind of bread known. She had whole wheat, she had rye, she had pumpernickel, and she had sourdough. Why, she even had plain white bread. She had bread with nuts in it, and she had bread with fruit in it. And she baked it all in the back of her little shop. If Irma didn't have the bread you wanted, she would bake it.



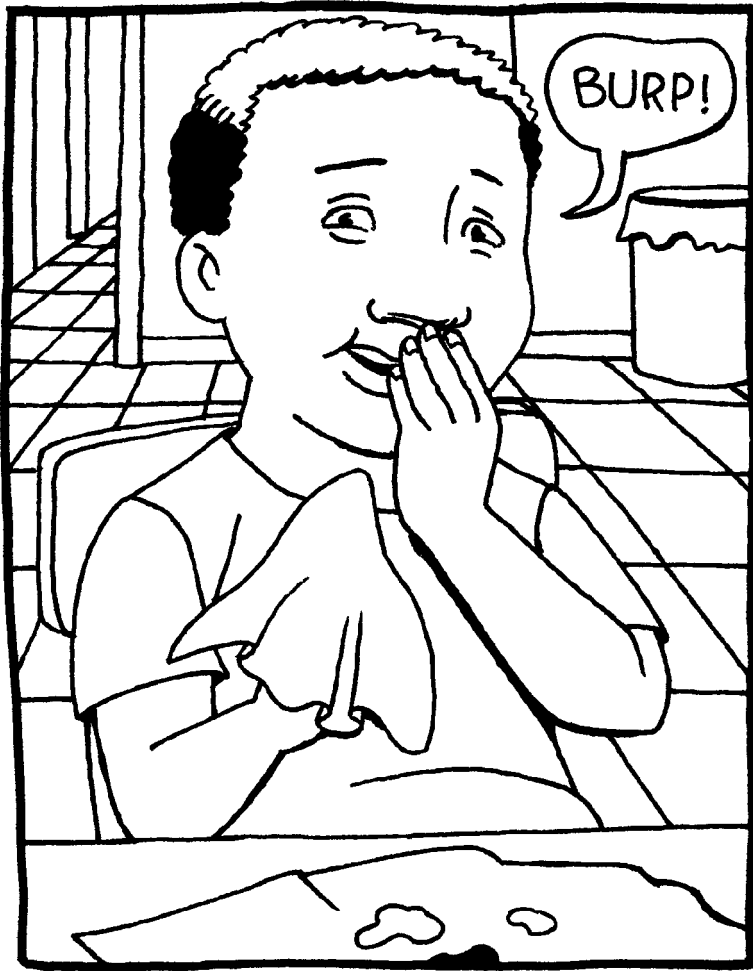
Irma's first customer was Reuben Cornwall. He wanted corned beef with Swiss cheese and sauerkraut, and he wanted it on rye bread. Irma called the sandwich a Reuben. It was a big hit at the shop. She sold more Reubens than any other sandwich.



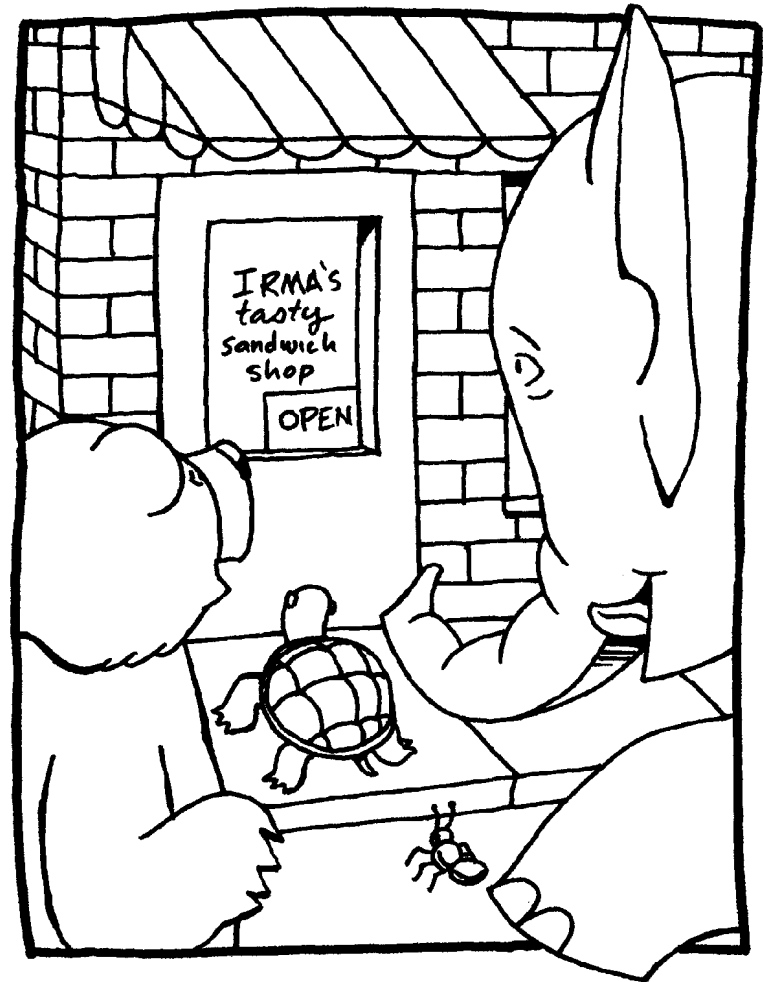
Little Joey Talltree came into Irma's shop more than anyone else did. Each day he stopped at Irma's on his way to school. And each day he ordered a different sandwich. All the kids in the lunchroom were impressed with Joey's sandwiches. He loved sausage sandwiches with chocolate sauce and bean sprouts.



But his most impressive sandwich was one stacked high with ten different kinds of meat. Between each layer of meat was something different. There was mustard and ketchup and lettuce and peppers. There was grape jam and pickles and peanut butter and horseradish.



Most people got a stomachache just watching Joey eat his amazing sandwich. But not Joey. He would just let out a big burp as he finished. Then he would smile and wipe off his face.



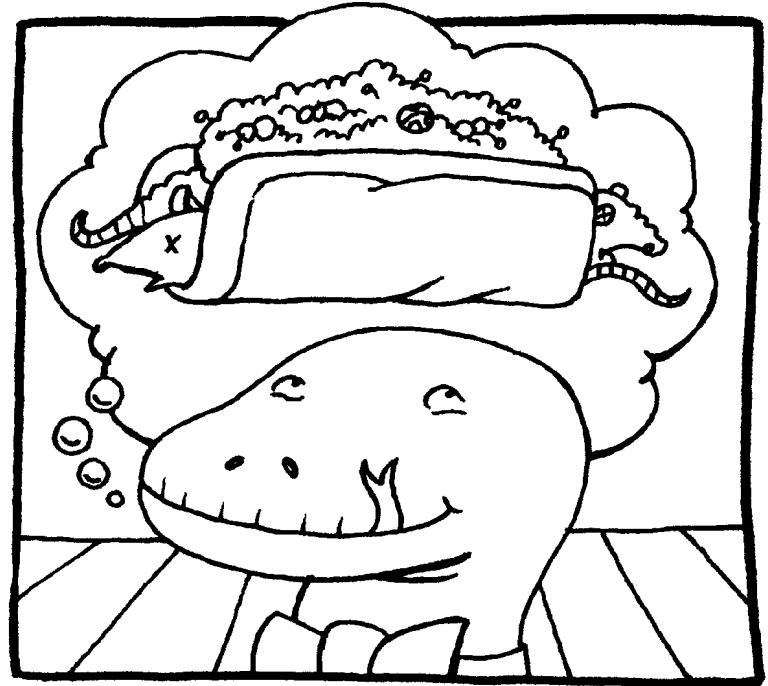
All the Animals Want Sandwiches

Irma became a very famous sandwich maker. Before long, every living creature was stopping by Irma's shop. Each one ordered his or her favorite sandwich.



One day, Sammy Snake slithered in from a nearby swamp. His tongue flicked wildly for the scent of his favorite meat.

“What can I make for you?” asked Irma.



Sammy thought for a minute. Then he replied, “I’ll have a rat and lizard sandwich with bug relish.”

“Okay,” said Irma, “but that one will take a little time. I’ll have to go out and get the ingredients.”

“I’m happy to wait,” said Sammy with a smile. “A truly good sandwich is worth waiting for.”



An hour later Irma was back. She had a basket full of rats and lizards and bugs. She carefully laid them among fresh lettuce between two slices of rye. Sammy swallowed the sandwich in one big gulp. Then he slithered out of Irma's with a bulge in his stomach.



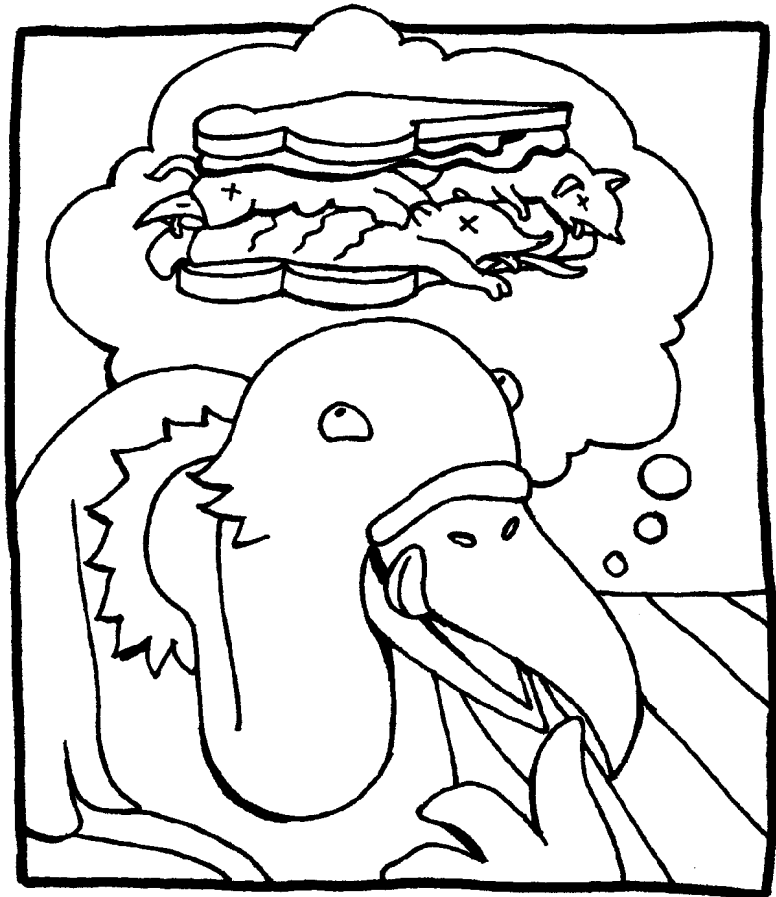
The next day, Val the Vulture swooped into Irma's shop. Val sat on the counter and waited patiently for service.

Soon Irma came out of the kitchen to take Val's order. "What can I make for you?" asked Irma.



Val asked to see a menu. But she didn't see anything she liked. "Your sign says, name it and you'll make it. Is that true?" asked Val.

"You bet it is," said Irma. "Hasn't been a sandwich yet I can't make. So what'll it be, my fine feathered friend?"



"How about some fresh dead opossum? Then add some squashed crow and rancid mouse with honey mustard," said Val.

Irma just smiled and said, "Coming right up."



After driving along the highway to collect the ingredients, she returned to the shop. She quickly made Val's sandwich. Val ripped it apart and ate it in a flash.

"Great sandwich, Irma," Val said as she flapped out the door. "I'll be back for another in a couple of days."



Irma's Biggest Challenge

Each day seemed to offer Irma a new challenge. But her biggest challenge came when Billy the Goat walked into her shop.



“Welcome, Billy,” said Irma as he rammed the door open with his horns. “I suppose you have come to challenge my sandwich-making ability. So what will you have?”



Billy began to rattle off a list of ingredients. “Crushed tin cans, old socks, thistles, a bird nest, an old book, and a head of cabbage. Some pickled peppers and some minced cheese mold. A dash of salt and a cup of hot salsa.”

“Is that all?” asked Irma.

“Yep,” said Billy. “But I wouldn’t mind if you would toast the old socks.”



“Whatever you say,” replied Irma.
“Do you want anything to wash it
down with?”

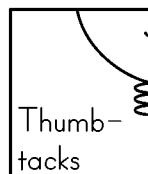
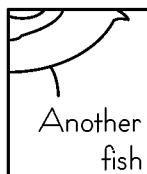
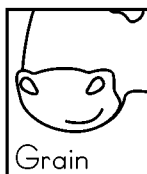
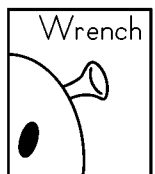
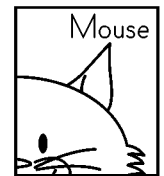
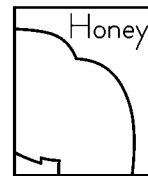
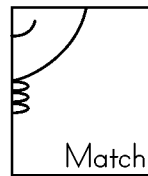
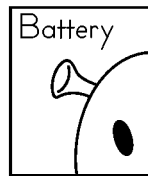
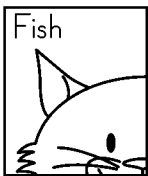
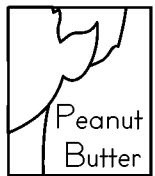
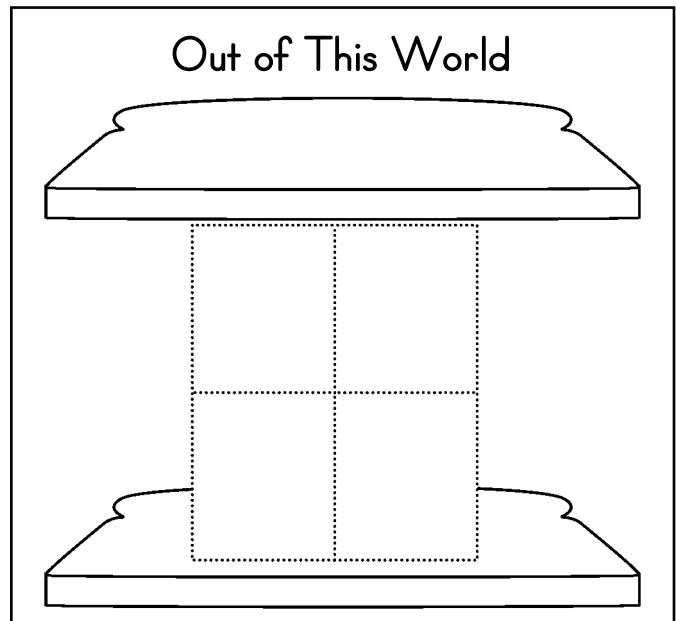
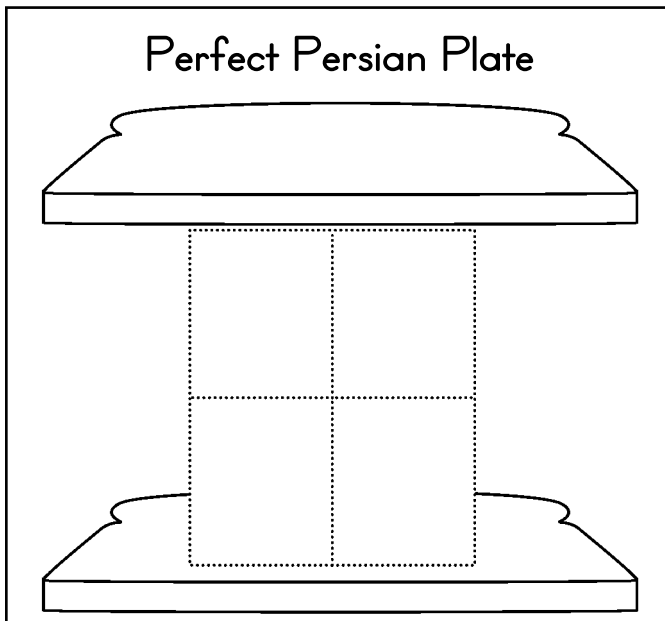
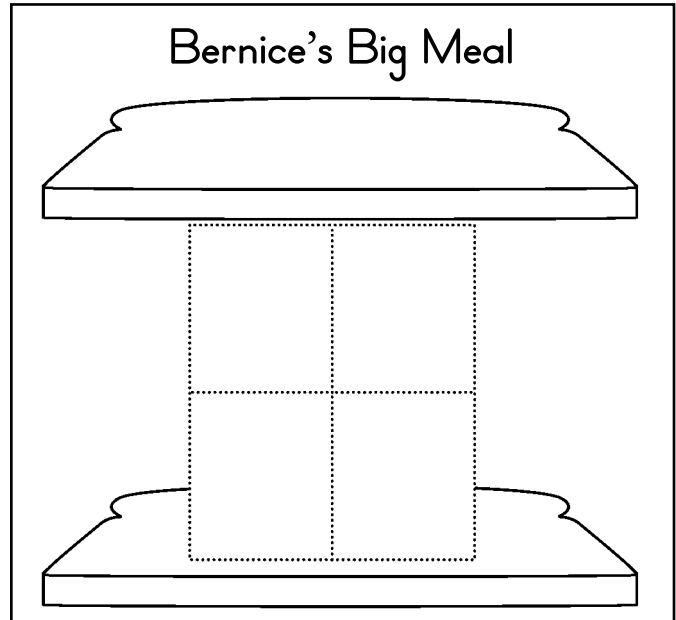
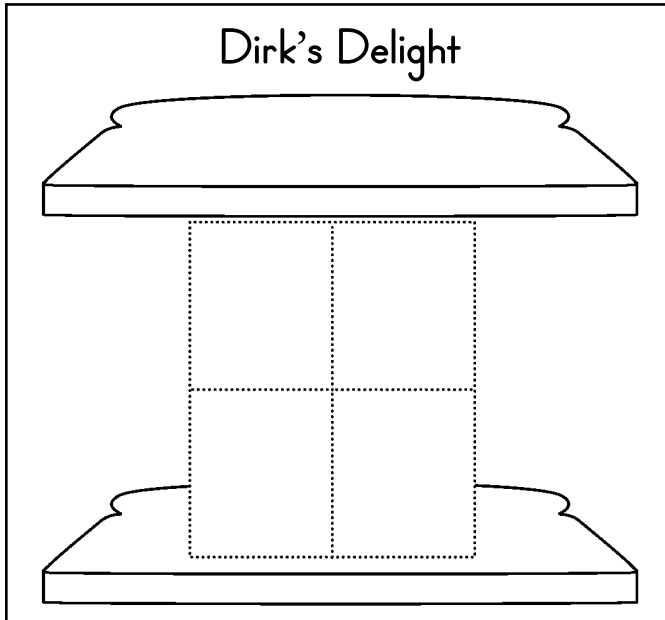
“Yeah. Give me a mug of dishwater,”
said Billy.



After that day, Irma really knew there
was not a sandwich she couldn't make.

Name _____

INSTRUCTIONS: Here are some new customers for Irma. Can you figure out who ordered which sandwich? Read each item in the boxes below. Cut them out. In between the bread slices, glue the sandwich items that you think each customer would order. If you're correct, the items should make a picture of the customer.



Name _____

INSTRUCTIONS: Read each sentence and complete the words with *ir*, *ur*, or *er*. Find the words in the word search puzzle and circle them.

When you look back, you may need to t ____ n around.

The b ____ d will fly to the nest.

My moth ____ is putting seeds in the d ____ t.

My fath ____ is st ____ n, or strict about rules.

He will be fair and f ____ m.

The f ____ on the back of the cat stood up.

When the baby is excited, she will squ ____ m.

Who won f ____ st prize?

Who won second and th ____ d prizes?

She will put the money in h ____ p ____ se.

Wat ____ will quench my th ____ st.

Put your bag und ____ the seat.

After we complete the sentences, we will c ____ cle the words.

The doctor and the n ____ se work in a hospital.

z f t x o r w s q n l e r n
s p u r s e i y d l o v e o
e b r s a d r f i r s t i v
n u r s e e w h r j k o y w
o e s u i b u m t j e s r a
n a f i r m n o f e n f i t
d d a e o s d t u r n f l e
p y t t r q e h s x c u b r
s r h c i u r e t h i r s t
s t e r n i g r h e r w a b
b i r d k r i p i r c n m c
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Bats

A Reading A-Z Level O Leveled Reader

Word Count: 1,200

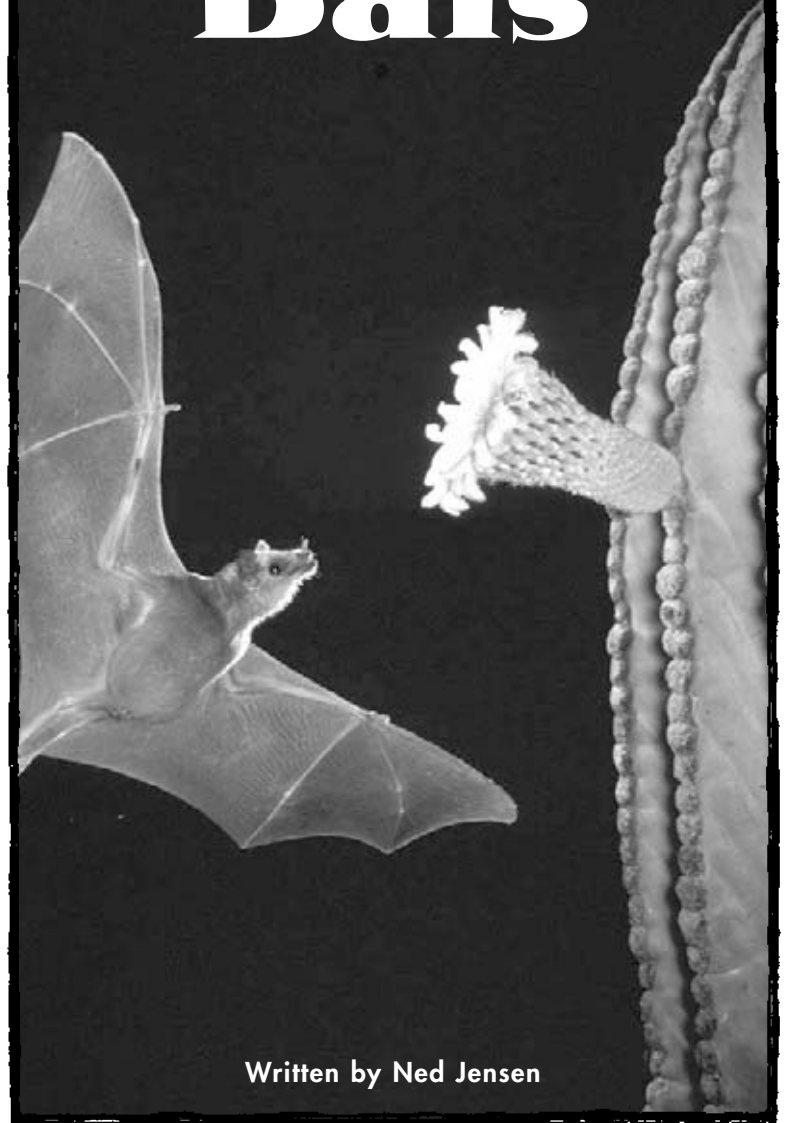


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Bats



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Cover photo: Lesser long-nosed bat pollinating cardon cactus

Back cover photo: Jamaican fruit bat in flight, taking red almond

Bats

Level O Leveled Reader

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Illustration by Paula Schricker

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A cloud of bats darkens the sky in the evening.

Introduction

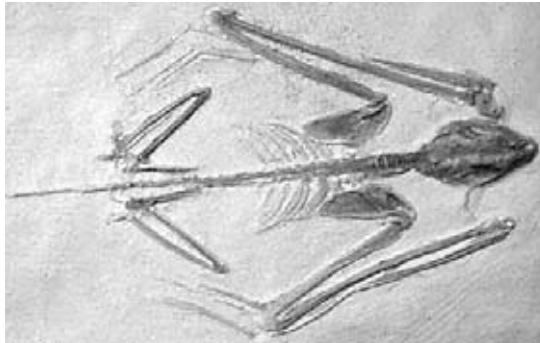
Enter a cave just as night approaches, and you might see a dark cloud pouring like smoke from the cave. It's a cloud of sorts, but it's not a rain cloud—it's a "bat cloud."

Bats like to spend the daytime in the cool darkness of a cave hanging upside down from the ceiling, but nighttime is different—it is time to hunt. So thousands of bats take flight from the cave. They dive and dart about, snatching insects from the air.

About Bats

Bats are one of the oldest groups of mammals to have lived on Earth. According to fossil records, they were sweeping through the air almost 60 million years ago. Bats flew through the Earth's skies before humans walked on the planet. Although bats have been around for all that time, they haven't changed much. Ancient fossils show that bats of long ago were very much like modern-day bats.

Bat fossils are rare because their small, light skeletons do not preserve well. Also, many bats live in tropical forests, where small bones are rarely preserved.



There are close to 1,000 kinds of bats. In fact, there are more kinds of bats than there are kinds of any other mammal. These bats are placed into two groups—microbats and megabats.

Microbats are the smaller type of bats.

The smallest microbat is the bumblebee bat, which is about as long as a paper clip. Microbats live in a wide range of places and can be found throughout the world. They eat mostly insects, but some also eat small fish, mammals, and amphibians.

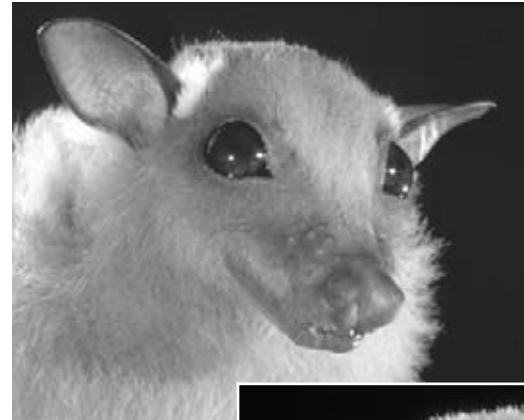


This bat is a type of microbat.



This fruit bat, a type of megabat, nibbles on a fig.

Megabats are larger bats. The largest megabat is the Malayan flying fox. It is so large that with its wings spread out, it would stretch the length of the average-sized bathtub. Megabats eat fruit. They are found in warm, tropical areas where lots of fruit grows all year long.



A Gambian fruit bat (above); a Mexican funnel-eared bat (right)



Bat Features

Bats seem to get a bad rap when it comes to looks. In fact, some people might consider them downright ugly. Others think bats look fierce and scary. If you get to know bats better, you might change your opinion of them. You might even think that some bats are rather cute.



This bat has a bright yellow beard (above); a spotted bat emerges from its home (left).

Bats, like most mammals, are covered with hair or fur, which is soft and quite short. There are a few types of bats that have only a little fuzz on their bodies. No wonder these bats are called naked bats. Bat fur comes in as many colors as human hair does. There are bats with brown, black, gray, red, and even yellow fur.



A long-nosed bat shows off its wings while feeding.

Bats are the only mammals that can fly. Flying squirrels are mammals, too, but they don't really fly. They glide through the air after jumping from a tree branch.

Bat wings are made of two thin layers of skin. The skin is so thin that you can almost see through it. A bat's wings are really modified hands that even have small thumbs. The skin stretches between long, thin bones when the bat is in flight and folds up when the wings are not in use. A bat's wings are used for more than flying. If a bat is too warm, it stretches out its wings so heat can escape to cool the bat. If the bat is too cold, it can wrap itself in its wings.

Like you, bats have two sets of teeth. The baby teeth are lost early in a bat's life. They are replaced by a set of 26 to 28 adult teeth. These teeth are sharp and are used to cut and crush food.

Despite what many people believe, bats aren't blind. Bats use their eyes to see during the day and in the early evening. Let's learn how bats find food in the dark.



A red bat roosts in a tree.



A Mexican free-tailed bat in flight

Flight and Feeding

Bats are skilled fliers. The bones of the bat's wings can bend easily to change the shape of the wings. By changing the shape of their wings, bats can quickly change the direction of their flight. In addition to wings, most bats also have a piece of skin that stretches between their legs. When flying, bats spread their legs so the pouch of skin can be used to move up and down and swerve from left to right—similar to the rudder on a boat.

Do You Know?

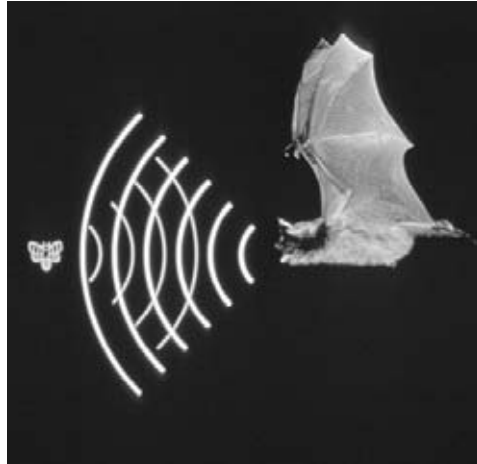
Bats are able to fly high and fast. Bats have been clocked going as fast as 100 kilometers per hour (62 mph). This is as fast as a car speeding down a highway. Some bats can fly 3.2 kilometers (2 mi.) high.

We now know that bats are skilled fliers. But skilled flying alone doesn't make bats good hunters. Since bats do most of their hunting in the dark of night, they need more talents than flying in order to hunt.

Microbats also have another feature to help them hunt—**echolocation**. This is the use of sound waves to help bats locate insects in flight. The photo and text below show how bats use echolocation.

How Echolocation Works

- 1 The bat sends out a constant stream of beeping noises.
- 2 The sound waves spread out ahead of the flying bat. 
- 3 Sound waves strike objects such as flying insects.
- 4 Sound waves bounce off the insects and echo back to the bat. 
- 5 The bat picks up the reflected sound with its super-sensitive ears.
- 6 Nerves carry a signal from the bat's ears to its brain. The brain interprets the size, distance, speed, and direction of the insect. Zap—it's dinnertime.



A California leaf-nosed bat is about to grab a cricket for dinner.

Do You Know?

Microbats have big ears and a very good sense of hearing. A California leaf-nosed bat flying through the air can even hear a cricket walking across the ground below.

When a bat finds an insect, it sends out more beeps or clicks and sends them out much faster. It might send out up to 200 beeps or clicks per second. As it closes in on its target, it sweeps up the insect with a wing and scoops it into a pouch that is formed with the skin between its legs. Later, the bat will stick its head into the pouch to gobble up the meal. Bats also snatch insects out of the air with their mouths.

The combination of skilled flying and echolocation makes microbats excellent hunters at night. The next time you are out at night, take a look skyward. You will likely see bats darting through the air, collecting insects in their tail pouches. Observe how quickly they change direction. They are responding to brain signals telling them where food can be found.



A bat captures a moth in its mouth

Do You Know?

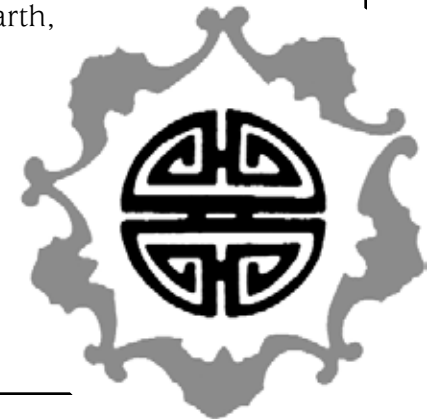
Some microbats eat up to 600 mosquitoes an hour, and some will eat up to 3,000 insects in a single night of hunting.

Bat Behavior

Bats are not the mean, frightening creatures that many people think they are. They don't get into your hair or attack people, and there are no human vampires that turn into bats. The truth is that bats are shy, gentle creatures. In fact, bats are our friends. Just think of how many insects would be around if it were not for bats.

Do You Know?

In China, bats are considered good luck. This artwork, which is the logo for Bat Conservation International, comes from an ancient Chinese design called the wu-fu symbol. In Chinese, the word for *bat* and the word for *good luck* have the same sound, *fu*. The word *wu* means *five*. Each of the five bats in the logo represents one of the five elements (earth, air, fire, water, and metal) as well as one of the five happinesses (health, wealth, long life, good luck, and tranquility). Throughout history, Chinese rulers decorated their robes with bat signs.





A Mexican funnel-eared bat hangs from the ceiling by its toes.

Can you imagine sleeping while hanging upside down with blood rushing to your head? Well, it's not a problem for bats. Bats sleep upside down. They cling to the undersides of surfaces using the claws on their toes. Hanging upside down makes it easy to take off to fly. All they have to do is let go and begin flapping their wings.

Many bats **hibernate** in the winter when there are no insects to hunt. Before hibernating, bats eat lots of food, which they store as extra fat. They depend on this fat to survive during the winter.



These bats hibernate close together for extra warmth.

Some bats **migrate** to warmer areas during the winter. Red bats fly all the way from Canada to Mexico rather than spend the winter in the cold. There is even a bat in Europe that flies over 1,600 kilometers (1,000 miles) to spend the summer in Russia. Don't expect to see bats migrating, since they fly at night.

Female bats give birth to one or two babies every year. They are the only flying animals that nurse their young on milk. After a baby bat is born, it crawls up to its mother's chest and clings there with its claws. It feeds off its mother's milk and even clings to the mother's fur when she goes hunting. But baby bats don't hang around for long. Many are able to fly and catch their own meals only three weeks after birth.



A baby Gambian fruit bat clings to its mother.

Do You Know?

Some bats are threatened and could become extinct. One colony of bats at Carlsbad Caves, New Mexico, in the United States, is declining drastically in population. The colony once had over 8 million bats. Today, only about 250,000 bats remain.

Try This!

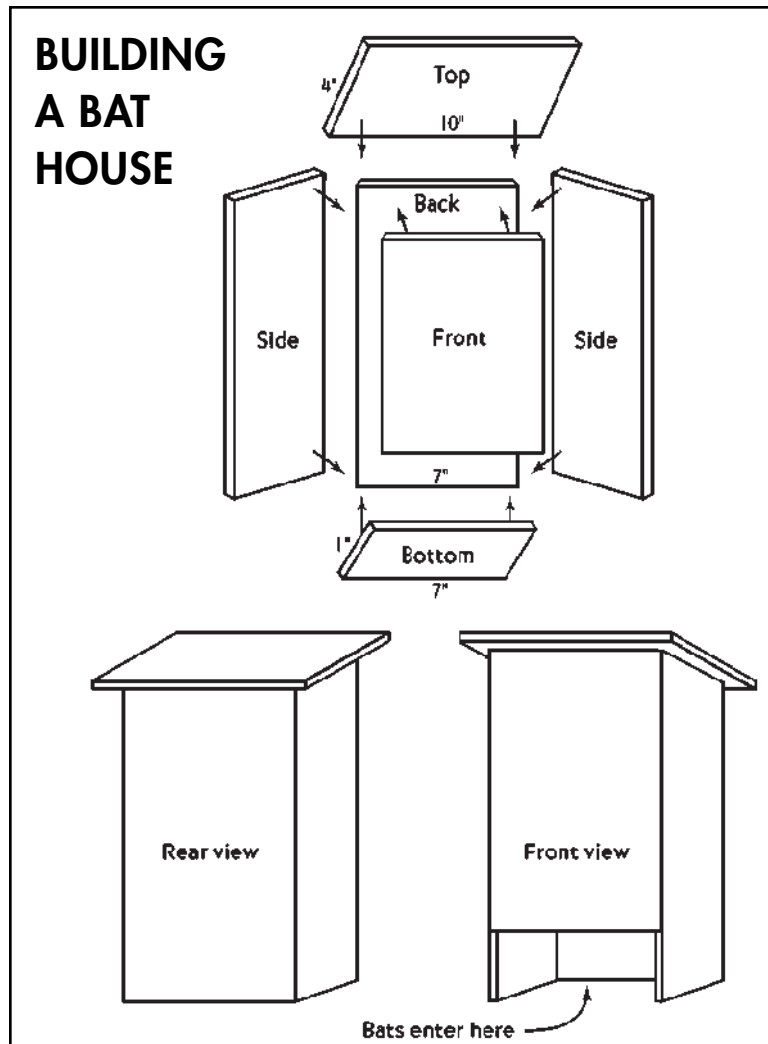
Bats are important animals, and they need places to live. You can help by building a bat house. Here's how to do it.

Materials:

hammer • 24 nails • saw
24" x 27" piece of plywood
9" x 21" piece of screen

Steps:

- 1** Get some wood. Outdoor plywood that is 1/2" to 3/4" thick works well.
- 2** Measure and then cut five pieces of wood from the plywood as follows:
1 back piece9" x 27"
2 side pieces3" x 27"
1 front piece7" x 21"
1 roof piece4" x 10"
1 entry piece7" x 1"
- 3** Put a piece of 9" x 21" screen on the back piece before nailing the house together. The screen gives the bats something to hang onto.



- 4 Nail the boards together as shown.
- 5 Hang your bat house high in a tree or on the side of a building. Hang it where it is not too sunny.

Glossary

echolocation	finding objects by listening to bounced sound waves (p. 13)
hibernate	sleep through the winter (p. 18)
megabats	large bats (p. 7)
microbats	small bats (p. 6)
migrate	moving from one region to another with the seasons (p. 18)

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Name _____

INSTRUCTIONS: Use the book to identify and fill in the graphic organizer with main ideas and supporting details about bats.

Bats

Chapter	Main Idea	Details
About Bats		
Bat Features		
Flight and Feeding		
Bat Behavior		

BATS • LEVEL O • 1

SKILL: MAIN IDEA AND DETAILS

Name _____

INSTRUCTIONS: Write the comparative and superlative forms of each word, and then use each in a sentence.
Note that sometimes the comparative or superlative form uses a different root word.

large

_____	_____
_____	_____
_____	_____

good

_____	_____
_____	_____
_____	_____

happy

_____	_____
_____	_____
_____	_____

old

_____	_____
_____	_____
_____	_____

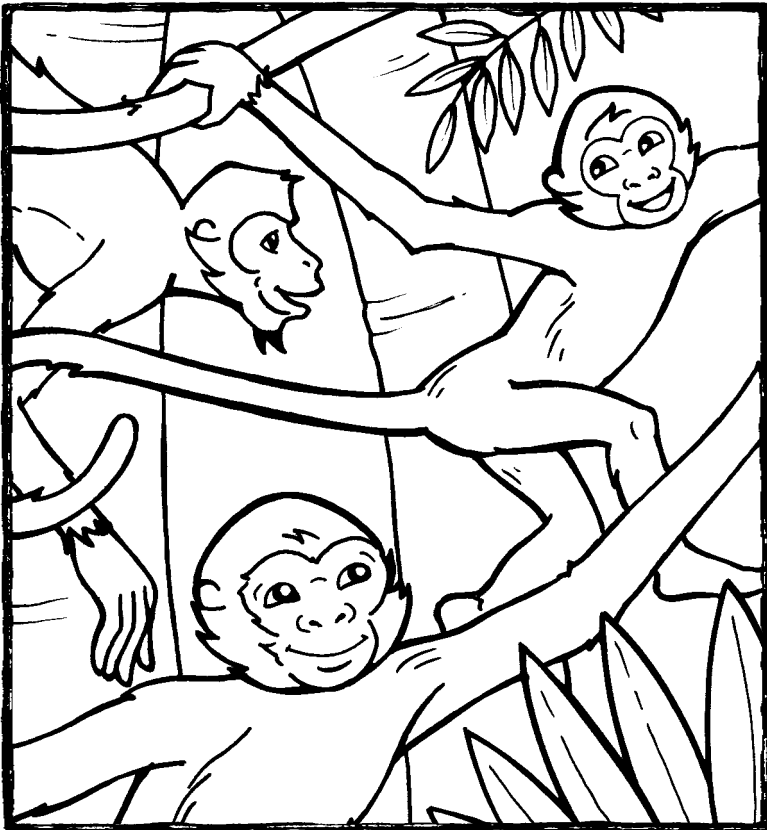
small

_____	_____
_____	_____
_____	_____

Spider Monkey's Question

A Reading A-Z Level O Leveled Reader

Word Count: 1,108

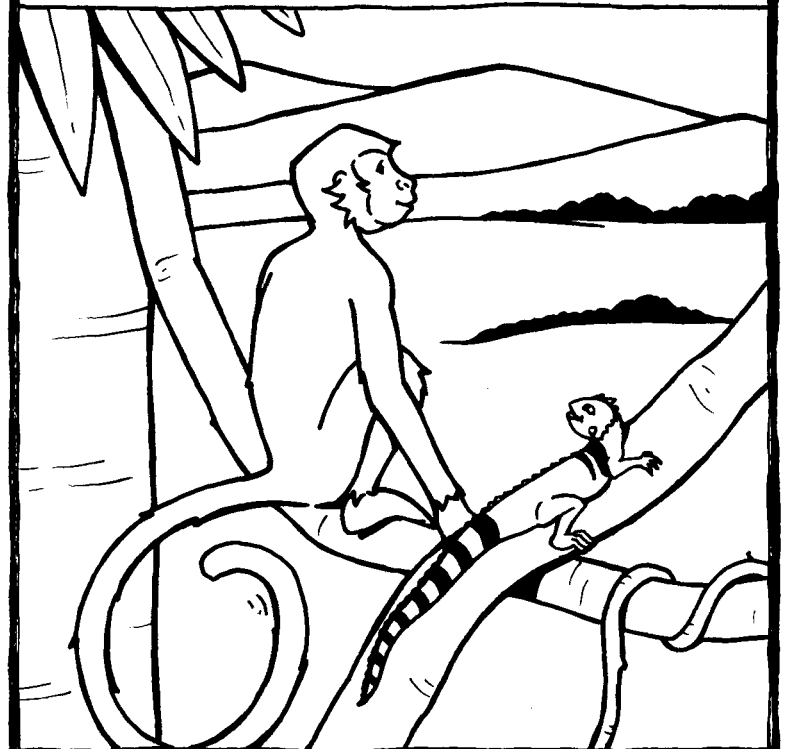


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LEVELED READER • O

Spider Monkey's Question



Written by Julie Harding • Illustrated by Maria Voris

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Spider Monkey's Question
Level O Leveled Reader
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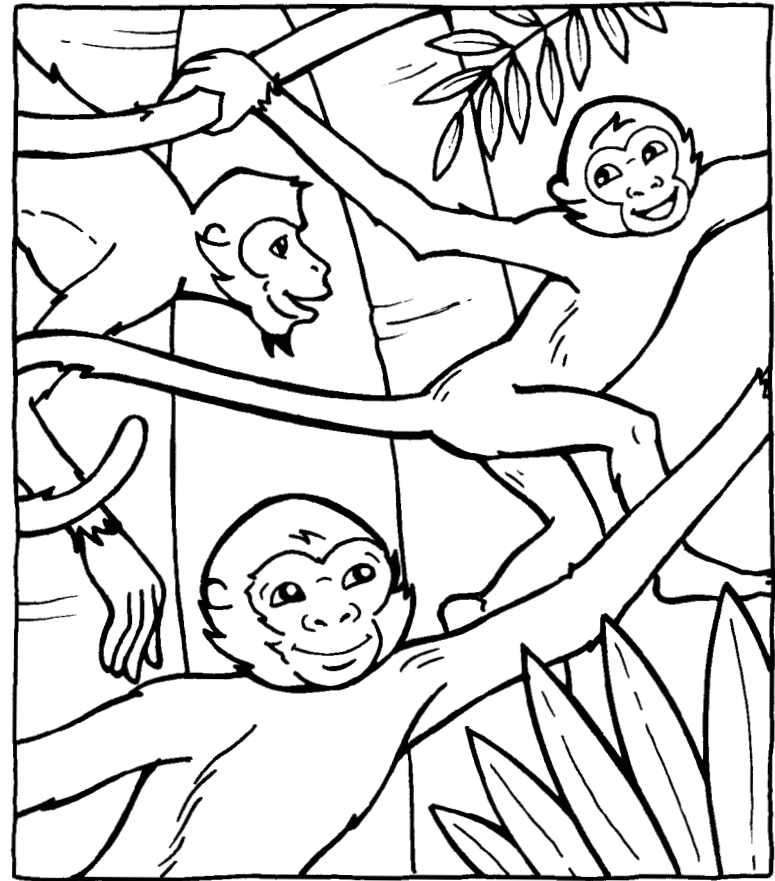
The morning sun shone dimly through the canopy of rainforest leaves. A few spots of light danced on the thin fronds of the ferns on the ground. A family of spider monkeys slept in the branches of a tall tree. Father rolled over in his sleep and bumped his young son, Tari.



"Who bumped me?" Tari shouted, jerking awake. "Did you do it in your sleep? Why do we move in our sleep?"

Mother's eyes snapped open. Another day of questions had begun, and no one had even had breakfast yet.

Luckily for the young spider monkey, his parents were very patient. They were also very wise. They had been able to answer nearly every question Tari had ever asked. Tari's mother thought it was wonderful that his first word was "why?" But she began to worry when it was the only word he seemed to know.



Tari asked questions about the landscape as the family swung through the trees. "Why is the sky blue? Why are the hills high?" He asked about other animals' lives when they went to visit friends. "Why does Jaguar have spots? Why do ants live underground?"

He asked about the tree they lived in while he fell asleep in its branches. "Why is it tall? Why does it have leaves?" He asked about foods while the family prepared meals. "Why are bananas tasty? Why is corn yellow?" Tari's curiosity was truly endless.



As Tari grew older, his questions had become more difficult. Then one day, Tari asked a question that his parents could not answer. "Why are we called spider monkeys?"

Tari's parents could have guessed the answer to this question. But they felt it was time for Tari to figure some things out on his own.

They tried to explain why they could not answer Tari's simple question. His mother took a deep breath and said, "In the days before monkeys could talk with one another, the Namer of Animals gave every creature a name. Each animal carries its given name until the end of time. Generation after generation of spider monkeys have been called by that name."



"But how can I find out where the name came from?"

Tari's parents exchanged glances. "Well, Tari," said his father, "there is someone who knows. The Namer herself lives in the other world beyond our forest."

Tari had heard about the Namer before. The animals in the forest had a great respect for her and all of her mysteries.

Tari guessed that the Namer must be an incredible being. Tari believed there were reasons for most things in the world. He wanted more than anything to find out what those reasons were. Tari began wondering about the many names of forest animals. *Spider monkey* was not the strangest. There was *iguana*, *jaguar*, *macaw*, and *puma*. Tari began to think the Namer might be a little silly.



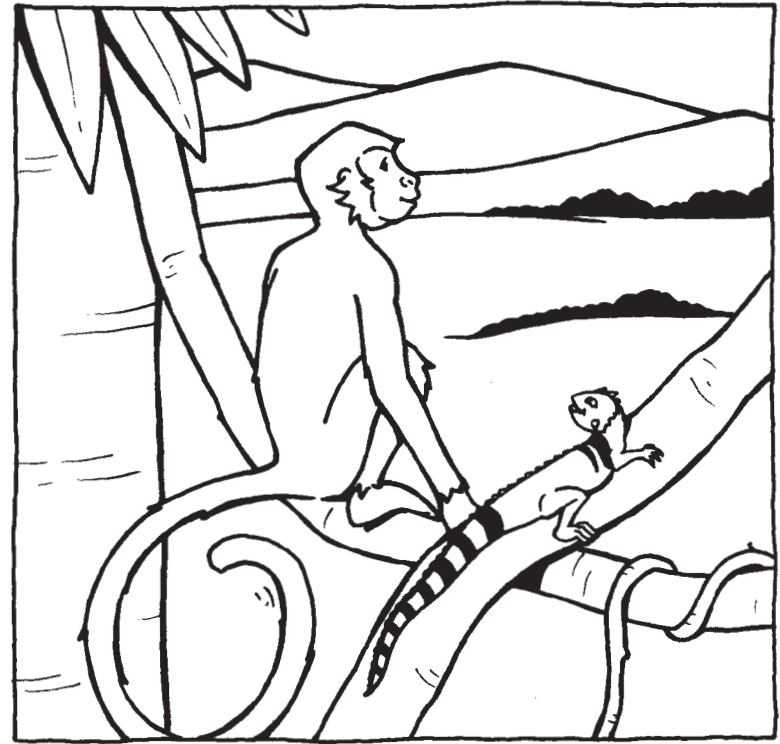
Tari went to find his friend, Balam Iguana. She was always up for a good adventure. Sometimes she and Tari could figure things out without asking their parents. Balam was very excited by the question of where names came from. Her parents could only guess where the word *iguana* came from.

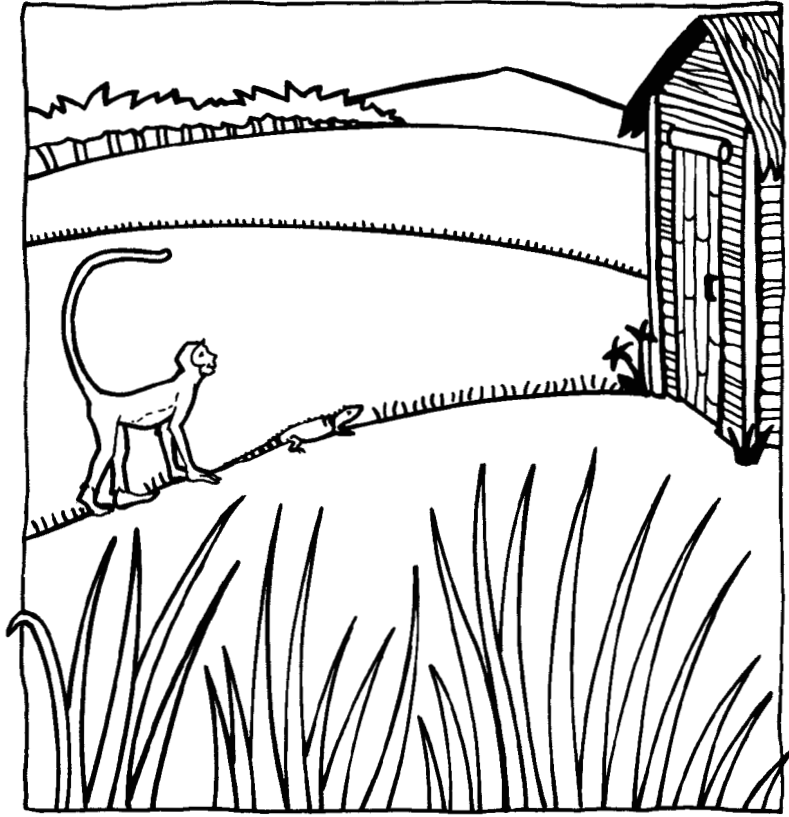
Tari and Balam decided to find the Namer in the other world and ask her where she had gotten their names. This was no small journey for a spider monkey and an iguana. But the reward seemed well worth the trek.

After asking their parents' permission, they were off to the other world to get to the bottom of their curiosity. Tari swung himself through the trees, carrying Balam on his back. After all, iguanas are not known to be fast on their feet.



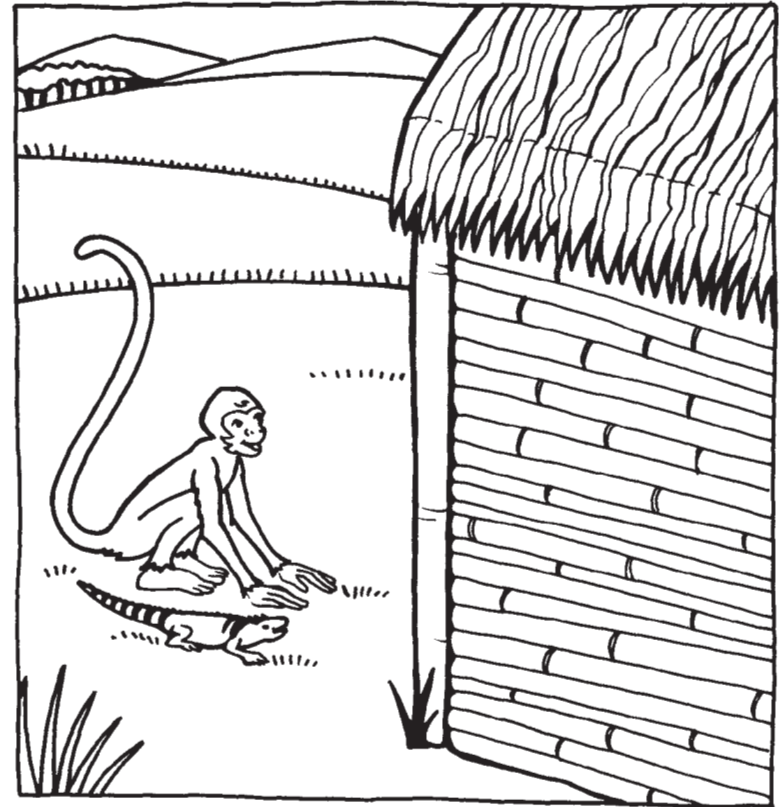
After swinging his arms for what seemed like days, Tari reached the edge of the trees and Balam stepped off his back. They could not believe their eyes. Neither had ever been outside the forest. And neither of them had even begun to wonder about the other world beyond. A whole new series of questions drummed in Tari's head.





He climbed out of the tree and stared in amazement. There was space here where no trees grew! The sky was huge. Bigger than anything! Little green spikes covered the earth. The friends were silent until their eyes settled on a strange object before them. It was the home of the Namer.

The object was smaller than many of the trees in the forest. And it was much less impressive. Tari and Balam went to the base of the object. It looked like a lot of branches were stuck together. Tari had seen things like this in the middle of the forest. They were left over from some long-ago creatures.





Just then, part of the object swung open. A giant monkey with no fur, except on her head, emerged. Tari's questions flew at the creature from the hut. "What's that you're wearing? Who are you? Did you name me? Why am I called a spider monkey? Why is Balam called an iguana? Why are things named *puma* and *jaguar*?"

"Slowly, spider monkey," said the Namer. "First of all, you are called spider monkey because the way you climb reminds me of a spider."

"Oh!" said Tari, "that makes sense! But what about *monkey*?"

"*Monkey* is a name for many kinds of creatures that resemble you," the Namer said.





"Oh. Why?"

Suddenly, the Namer got a strange look on her face. She herself did not really know why things were called what they were. "It sounded right," she finally replied.

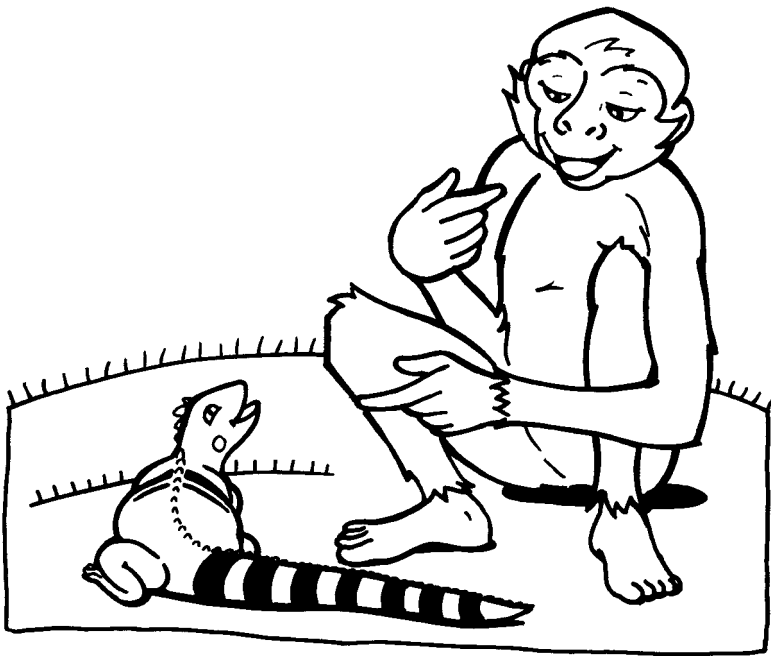
"That's it? It sounded right?"



"Yes. You looked like a monkey to me. And you, Balam, looked like an iguana. My favorite name in this rainforest is *sloth*. I named him with a sneeze. I was allergic to him. The cuckoo named herself, because of a sound she made. And sometimes I just try to think of words that sound fun or make me laugh."

"You see, when I was young, I began to name animals. I use names to separate one creature from another. But whatever name I chose, I was careful to stay true to each creature."

Finally it made sense. Names were meant to set apart each special creature. They were just like the names that Tari and Balam were given specially by their parents.



Tari and Balam had reached their goal. While their names did not turn out to be as mysterious as they had thought, they were happy to know the truth. The Namer even invited them to come back if they ever had another question.

Tari's parents welcomed him home. This time, they were asking all the questions.

Name _____

INSTRUCTIONS: After reading *Spider Monkey's Question*, answer the questions in the boxes below.

Who are the characters?	Where does the story take place?

What happens during the story?

What is Tari's problem?	How does Tari solve his problem?

Name _____

INSTRUCTIONS: Using the letters in the word box below, make as many long e words with the ee spelling pattern as you can. The first is done for you. (You can use each letter more than once.) Then write a sentence that uses each word.

a	e	e	e	i	o	u		
d	f	h	l	n	p	r	s	t

teeth

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
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The Beekeeper

A Reading A-Z Level O Leveled Reader

Word Count: 1,200

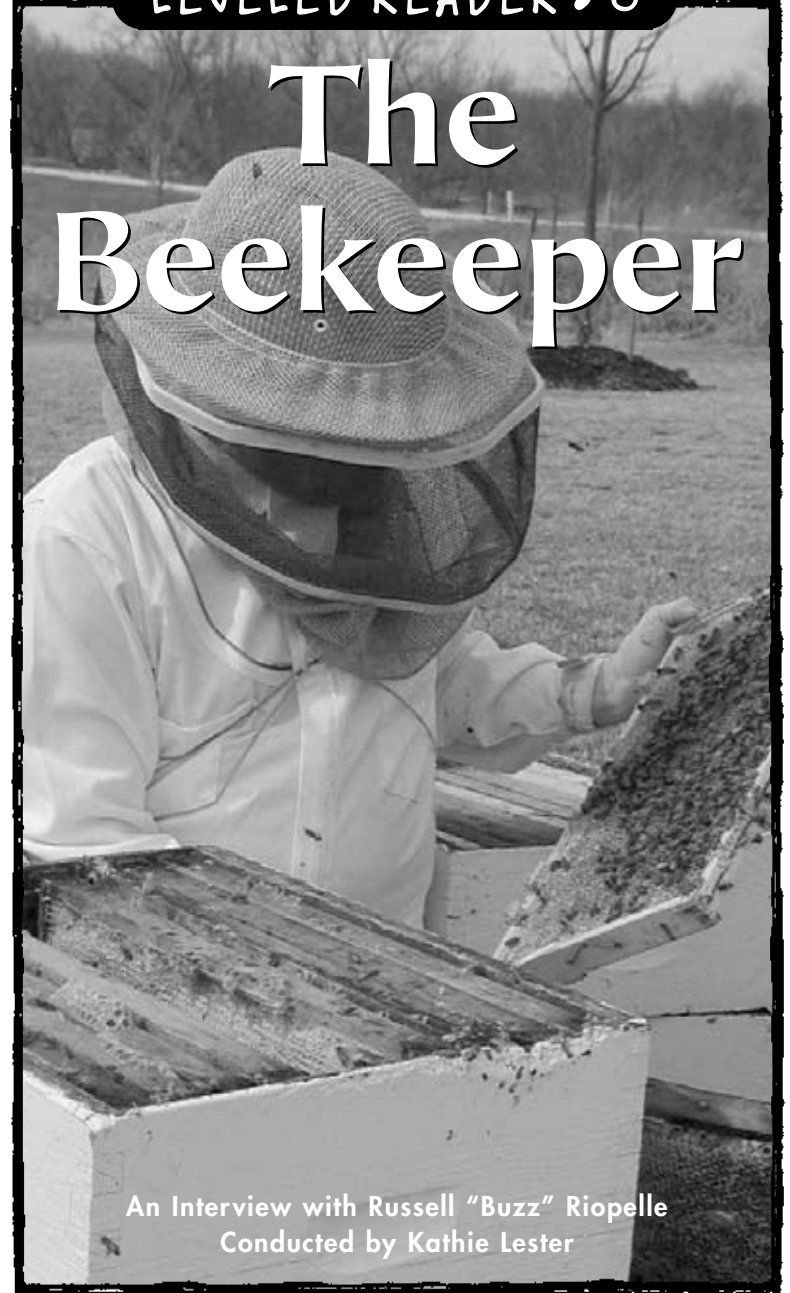


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The Beekeeper



An Interview with Russell "Buzz" Riopelle
Conducted by Kathie Lester

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The Beekeeper



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Conducted by Kathie Lester
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Russell "Buzz" Riopelle is a beekeeper in the Cleveland, Ohio, area. He has been keeping bees for 30 years.

The Work of a Beekeeper

Interviewer: Did you get the name "Buzz" because you keep bees?

Buzz: No, my parents started calling me Buzz before I was born.

Interviewer: How much work is involved in beekeeping?

Buzz: There's a lot of work, and it has to be done at the correct time. A one- or two-week delay can affect your honey crop drastically. You have to make sure the queen is laying eggs. You have to look at your bees every two to three weeks to make sure everything is all right. Removing the honey is a lot of heavy work. I have to lift the **honeycomb** out of the hives and put it on the truck. Then I carry it into the honey house, where I **extract** the honey.



Buzz's truck carries honey boxes and a bee blower. The blower blows the bees out of the boxes. Each box holds 35 to 45 pounds (16–20 kg.) of honey.

Interviewer: What kind of equipment do you need?

Buzz: I wear a bee suit to keep my clothes clean. I also wear a veil over my head to protect my eyes and head from stings. I use a smoker to calm the bees. That's a small can with a **bellows** on it. I build a little fire in there and put the lid on. When you blow smoke on bees, they think it's a forest fire. They fill



their stomachs with honey in case they have to leave their tree. That's why smoke seems to calm them, because it keeps them busy.

Buzz pours smoke over an open hive.

Even after Buzz calms the bees with smoke, they may still sting his bare hands as he moves the boxes.



Interviewer:
How often do you get stung?

Buzz: I get stung a couple thousand times a year because I don't wear gloves. Gloves are bulky and hard to keep clean, so they can spread disease. I don't swell up from stings anymore, but they still hurt. I work the bees on nice sunny days around 2 o'clock in the afternoon when all the flowers are producing nectar. When half the bees are out collecting nectar, I only have to deal with the other half.

Life in the Hive

Interviewer: Tell me about the kinds of bees.

Buzz: There are queens, drones, and workers. The queens and workers are female, and the drones are male.



All the bees in the hive come from eggs laid by the queen. In the springtime she lays 1,500 to 2,000 eggs a day. Drones are only useful for mating. They don't work at all. Every day



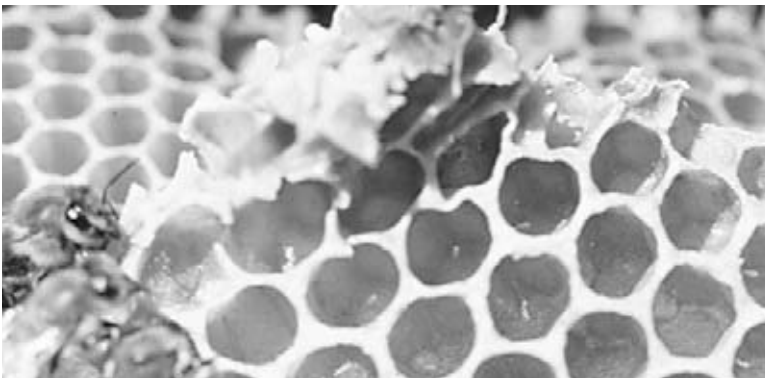
they **congregate** outside the hive, waiting for a queen to fly by. Then they race after her and mate with her.



Top to bottom: A worker, a drone, and a queen

Interviewer: I thought the queen never left the hive. She flies around?

Buzz: She makes short flights to mate. Other than that, she only leaves to swarm. If a second queen develops in the hive, the colony divides. The new queen stays in the old location. The old queen and half the bees find a new place to live. They fill their stomachs with two or three days' supply of honey. They find another place to build a honeycomb. Then they store the honey in this new comb and start laying eggs.



Honeycomb with eggs in the **cells**. The eggs look like tiny grains of rice standing on end.

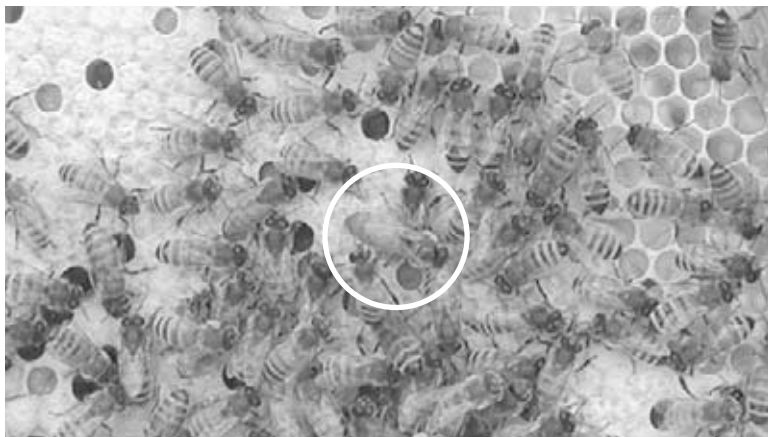


Do You Know?

Bees make beeswax from glands on their bellies. They scrape thin sheets of wax off their bellies with their legs. Then they form the wax into the six-sided cells of the honeycomb. People use beeswax to make candles, lip gloss, moisturizer, and decorations. Even the seals underneath your toilet that keep it from leaking are made of beeswax. For health reasons, people eat pollen and "royal jelly," a special food that bees make for the queen. Honey is also used in many health and beauty products.

Interviewer: How long do bees live?

Buzz: Queens can live two to three years. In the summertime, drones and workers live for only four to six weeks because their wings wear out. In the winter they live longer because they don't fly. In the wintertime, they eat honey and shiver to generate heat. When it's 5 degrees below zero (Fahrenheit; -20°C) outside, it's 95 degrees (Fahrenheit; 35°C) in the center of the beehive. This keeps the colony alive during the winter.



A honeybee queen (the larger bee in the center) is surrounded by workers that feed, clean, and take care of her.

Interviewer: How many bees live in a hive?

Buzz: In the summertime, there can be 60,000 to 80,000.

Interviewer: How do bees find their way back to the hive?

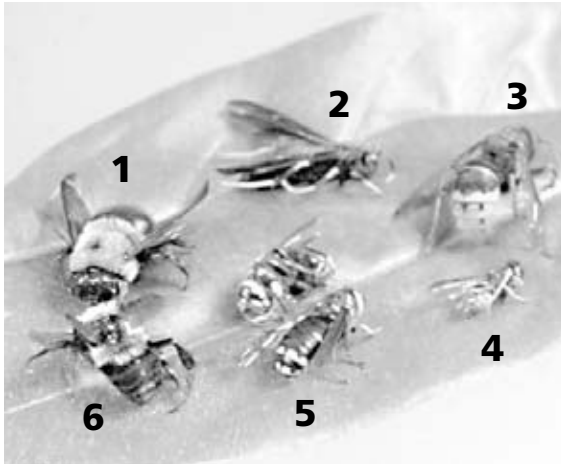
Buzz: When they leave the hive, they notice where the sun is in the sky. When they come back, they use the sun to find their way. On cloudy or rainy days,

bees don't fly because they can't see the sun.



This beehive is a large box with a row of frames inside. The bees build honeycombs on the frames. The honeycomb is where bees lay eggs, raise their young, and store **pollen** and honey.

1. Bumblebee
2. Mudwasp
3. European hornet
4. Solitary bee
5. Bald-faced hornet
6. Carpenter bee



Types of Bees

Interviewer: Are there different kinds of honeybees?

Buzz: There are different kinds of bees from different places. Caucasian bees come from the Caucasus Mountains in Europe. Italian bees come from Italy, and there are bees from Africa. These are all honeybees. America actually has no **native** honeybees. The Pilgrims and settlers brought bees from Europe on their ships. Then those bees flew all over the United States and built hives.

Interviewer: What's the difference between honeybees and "killer bees"?

Buzz: There is no difference, other than where they come from. They produce honey just like regular bees. A scientist from South America bred bees from Africa with South American bees. But the Africanized bees he created are easily riled up. Hundreds or thousands of bees will attack one animal or person.

The Africanized bees, which some people call "killer bees," come into a beehive, kick out the bees that live there, and take over. You can come back next week, open your beehive, and suddenly get lots of stings. The bees move in that quickly. People have been trying to get rid of them for thirty years. But Africanized bees and honeybees do the same job.

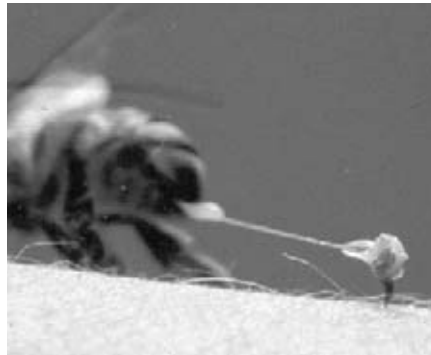
Do You Know?

Both queen and worker bees have stingers. A worker bee's stinger has a hook on the end. When a worker bee stings, the stinger pulls out some of its insides. This kills the bee, so a bee will only sting when its life, or the hive, is at risk. The queen bee has a smooth stinger, so she can sting over and over.

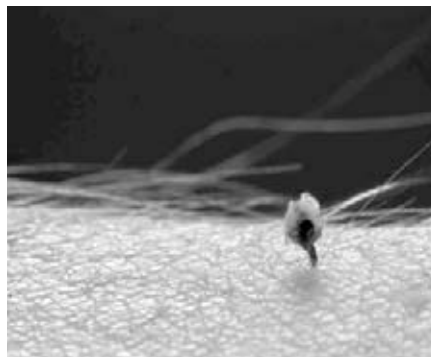
Some people are allergic to bee stings. Their throats can swell up and cause breathing problems. People who are allergic to stings must carry a special medicine with them to stop a reaction before it gets too bad.



A bee pushes its hooked stinger into the skin.



When the stinger sticks, it pulls out part of the bee's insides.



The bee leaves a venom sac that causes the sting to hurt.



A bee collects pollen and nectar from flowers.

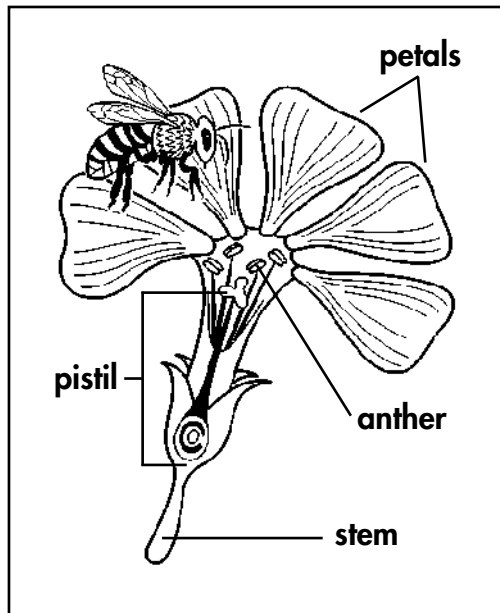
Making Honey

Interviewer: Do bees use pollen to make honey?

Buzz: No, they make honey from nectar, the liquid they collect from flowers. The bee goes to the flower and eats the nectar, putting it into her honey stomach. She flies back to the beehive, spits the nectar out, and other bees store it in the comb. Then bees fan their wings to evaporate water from the nectar and make it thicker.

But the biggest purpose of bees in this country is not to make honey. Their purpose is to pollinate crops like alfalfa, an important animal feed, and melons and almonds. Inside every flower, an **anther** produces pollen. This is a powder that contains the male cells of the plant. There is also a **pistil**, which produces seeds when pollen from another flower brushes on it. When a bee goes into a flower to get nectar, pollen from the anther rubs onto the bee. When she goes to the next flower, the pollen rubs onto the pistil.

The parts
of a flower



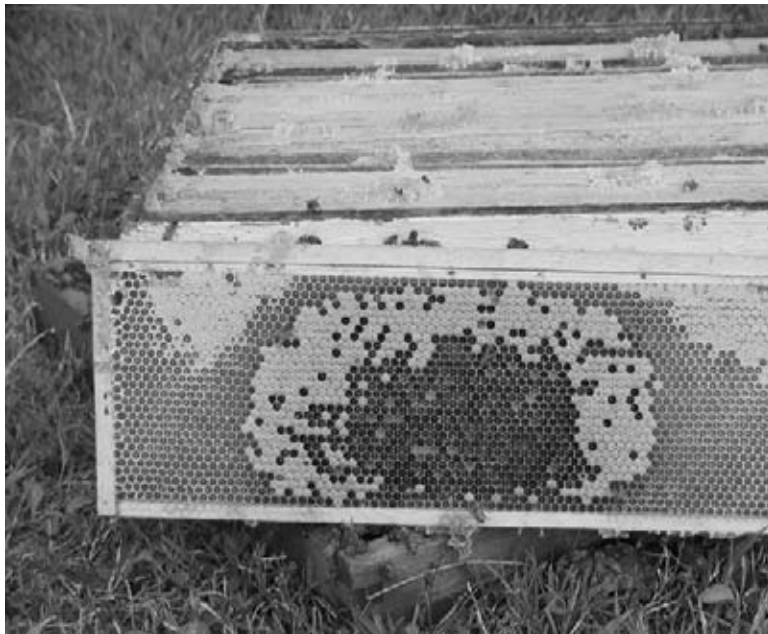
Honey comes in many delicious flavors, depending on which flower the nectar came from.

Different flowers have different flavors of nectar. Orange-blossom honey tastes different from apple-blossom honey. People

with orchards don't have time to keep bees, so they rent bees from me. I take my bees into their orchard at night and leave them for a week or two. After the flowers have fallen off the trees, I take the bees home. When I take my bees to an apple orchard, I get apple-blossom honey. If I took them to an orange orchard, I'd get orange-blossom honey.

Interviewer: How much honey do you get from one beehive?

Buzz: Between 60 and 350 pounds (27–159 kg.) of honey a year, depending on the location and how hardworking the bees are. Bees are like people. Some people get up early and work. But some lazy people don't get up until 2 o'clock in the afternoon.



A frame of honeycomb. The honey is on the outside. The light circle contains eggs whose cells are capped to protect them until they hatch. The very center contains pollen.

Interviewer: How do you get the honey out of the comb?

Buzz: A wax cap seals the honeycomb. I have to cut off the capping and then put the frame into a machine that spins around. This makes the honey fly out of the cells. I give the comb back to the bees, and they fill it up again. After the honey comes out, I heat it to thin it. Then I filter out the wax and put the honey in jars.



Buzz's honey house has a heating tank (lower right-hand corner) and a tube that pumps the honey through a filter bag (center) and into a bucket.



This bee is covered in pollen. She will spread the pollen to other flowers, producing seeds.

Do You Know?

Honey never spoils. Bacteria don't grow in it because it has too much acid. The acid is **antibacterial**. Putting honey on a burn or a wound will help prevent infection and help the wound heal faster.

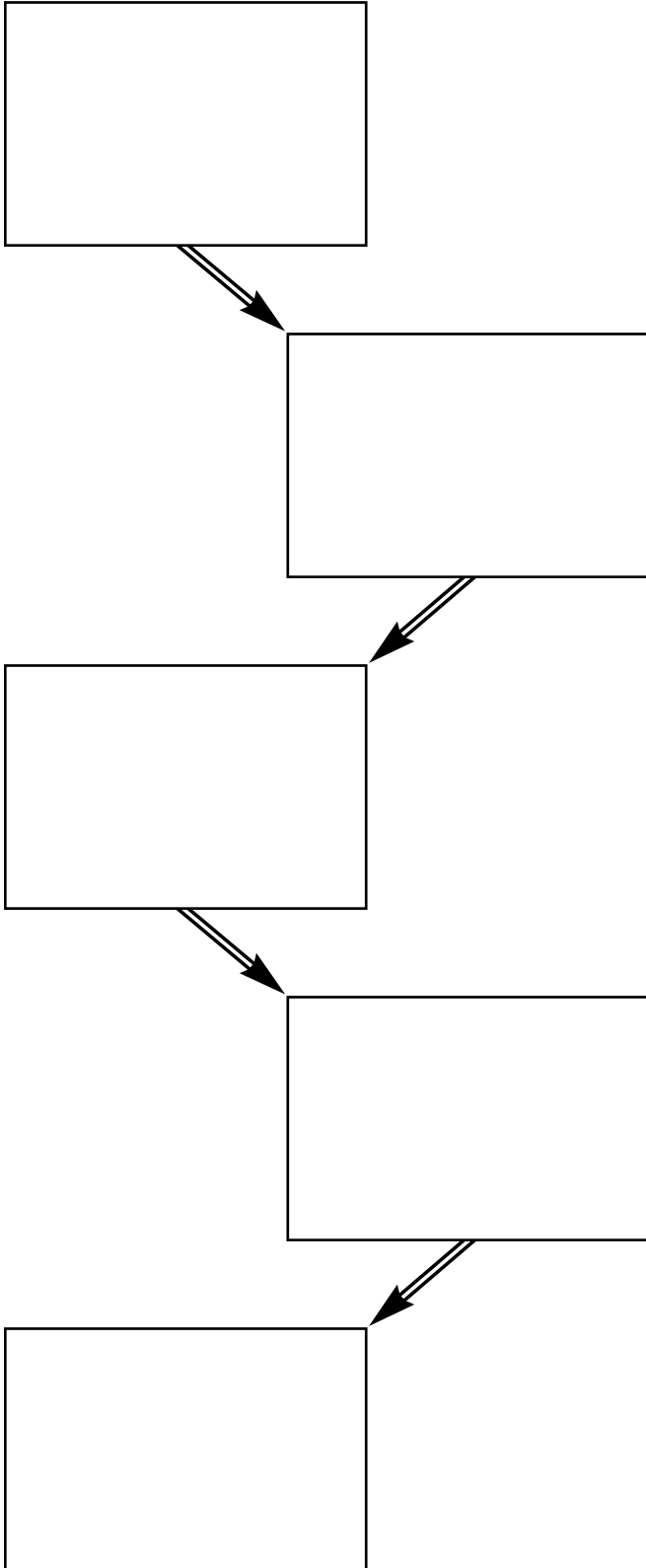
Glossary

anther	the male part of a flower; produces pollen (p. 17)
antibacterial	kills bacteria (p. 21)
bellows	pump that blows air (p. 6)
cells	the six-sided cups that form a honeycomb; they hold eggs, honey, or pollen (p. 9)
congregate	to gather together (p. 8)
extract	take out (p. 5)
honeycomb	layers of cells that form a beehive (p. 5)
native	belonging to a specific place or country by birth (p. 13)
pistil	the female part of the flower; produces seeds (p. 17)
pollen	male flower cells; often look like yellow dust (p. 12)

Name _____

INSTRUCTIONS: Using the explanation on page 16, write each step the bees use to make honey in the correct order in the boxes of the flow chart. On the other half of the worksheet, draw a diagram showing a picture of each step in order.

How Bees Make Honey



Name _____

INSTRUCTIONS: Follow the instructions in each section of the worksheet below.

Add *-y* to each word to make an adjective. (You may need to change the spellings of some words.) Use the adjective in a sentence.

cloud	_____	_____

sun	_____	_____

rain	_____	_____

bulk	_____	_____

Add *-ly* to each word to make an adverb. (You may need to change the spellings of some words.) Use the adverb in a sentence.

original	_____	_____

easy	_____	_____

sudden	_____	_____

quick	_____	_____



Summer Olympics Legends

A Reading A-Z Level O Leveled Reader

Word Count: 748

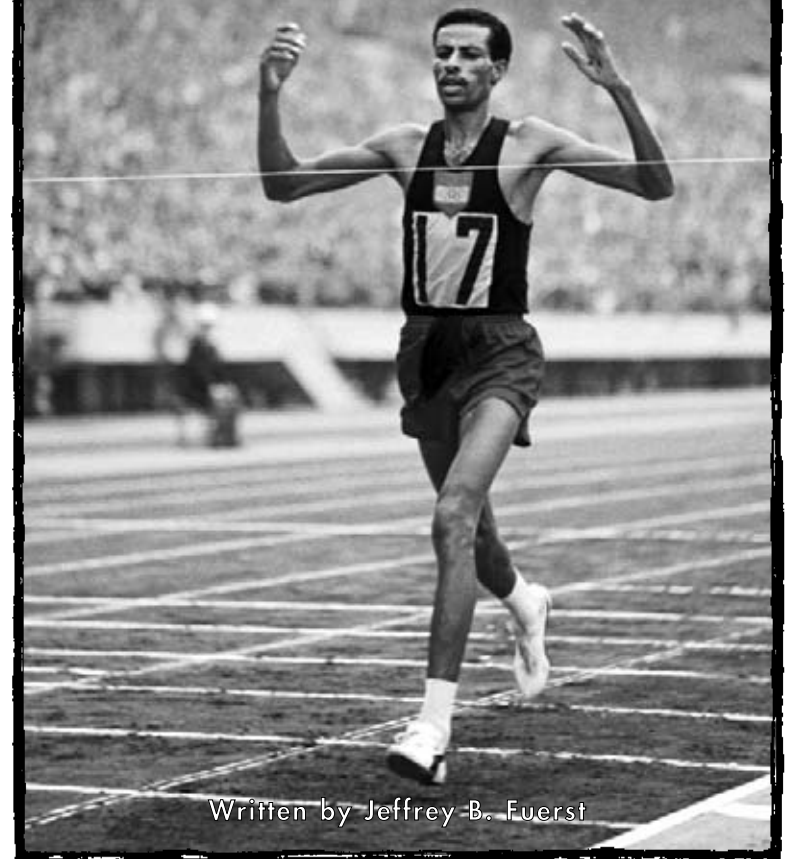


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SUMMER OLYMPICS LEGENDS



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SUMMER OLYMPICS LEGENDS



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Australian sprinter Cathy Freeman lights the Olympic torch in the 2000 games.

Introduction

Sports fans the world over gear up for the Summer Olympics every four years. In modern Olympics, more than 10,000 athletes from 200 countries compete in 300 events. Athletes run, jump, swim, and much more to win gold, silver, and bronze medals. Some athletes may earn a place in the record books. A few may even join the ranks of these Summer Olympics legends.

Shoeless Wonder:
Abebe Bikila
(1932–1973)
Marathon
Ethiopia

On your mark,
get set, go! The
Olympic marathon
starts like any
other race. But in
the marathon,
runners go, go,
and keep going!
The marathon is a
long-distance race.
It is 26 miles
(42 kilometers) long.



Bikila runs barefoot.

You could probably walk 26 miles in
about eight hours, plus time for breaks.
Marathon runners cover 26 miles in a
little over two hours, and they don't
take breaks.

The marathon race at the 1960
Olympics was unforgettable. Abebe
Bikila was in second place with less than
a mile to go. Then he pulled away and
won by 200 meters. Plus, he set an
Olympic record—running barefoot!
Bikila trained by running barefoot over
the countryside of Ethiopia, a country in
Africa. Shoes, he said, hurt his feet.

Four years later, Bikila won the
marathon again. This time he wore socks
and shoes, and set a new world record.



Bikila won his second Olympics marathon in Tokyo, Japan, just
six weeks after doctors removed his appendix.



Mark Spitz was named World Athlete of the Year in 1972.

Golden Boy:
Mark Spitz (1950–)
Swimming
USA

The dark-haired swimmer with the mustache bragged that he would win six gold medals at the 1968 Olympics. He ended up winning two gold, one silver, and one bronze medal. Quite a **feat!** But it was not good enough for Mark Spitz. He trained hard for the next four years.

At the 1972 games, Mark Spitz did not brag. He entered four individual swimming races, including his specialty stroke, the butterfly. He also swam in three team relay races. Spitz won seven gold medals, an Olympic record. Plus, he set new world records in every race. Now, *that* is something to brag about.

Decathlon Double:
Daley Thompson (1958–)
Decathlon
United Kingdom (Great Britain)

Daley Thompson was one of the best of the best. He won the decathlon in 1980. Then, in 1984, he won it again. He is only the second person in the history of the Olympics to win the decathlon twice. In 1988, at the ripe “old” age of 30, he still performed well enough to finish fourth in sports’ most grueling event.

Decathlon athletes, or “decathletes,” may be the best all-around athletes. They run fast for sprinting and hurdling races. They have **endurance** for longer races. They are strong enough to throw the javelin, discus, and shot put. Decathletes can long jump, high jump, and pole vault.



Thompson flies through the air during the long jump.

Most Olympic athletes train hours a day, for years, to **excel** in just one event. They train for either track (running) or field (throwing and jumping), but athletes who compete in the decathlon must train for ten different events.



Jim Thorpe: Greatest Athlete of the 20th Century

Jim Thorpe (1888–1953) was a well-known Native American college football hero when he entered the 1912 Summer Olympics. He won the ten-event decathlon. He also won the five-event pentathlon. He set world records that lasted for many years in both of these difficult and demanding events.



In the group are Blankers-Koen's two children, Jan, 6, and Fanny, 2.

Super Mom: Fanny Blankers-Koen
(1918–2004)
Sprinter/Jumper
Netherlands

At the 1936 Olympics, 18-year-old Fanny Koen came in a disappointing sixth place in the high jump. She knew she would do better next time. Unfortunately, she had to wait 12 years for her chance. The Olympics were not held in 1940 or 1944 because of World War II.

By the next Olympics, in 1948, Fanny Blankers-Koen was 30. She was married and the mother of two children. She was also determined. People told her to stay home with her family, but she didn't listen. Instead, she won the 100 meter, 200 meter, and 100-meter relay races. She also won the 80-meter hurdles. No woman had won four gold medals in one Summer Olympics before.

Many people thought Fanny could have won six gold medals. At that time, she held the world record in the long jump and high jump. But Olympic rules at the time did not let women enter more than three individual events.

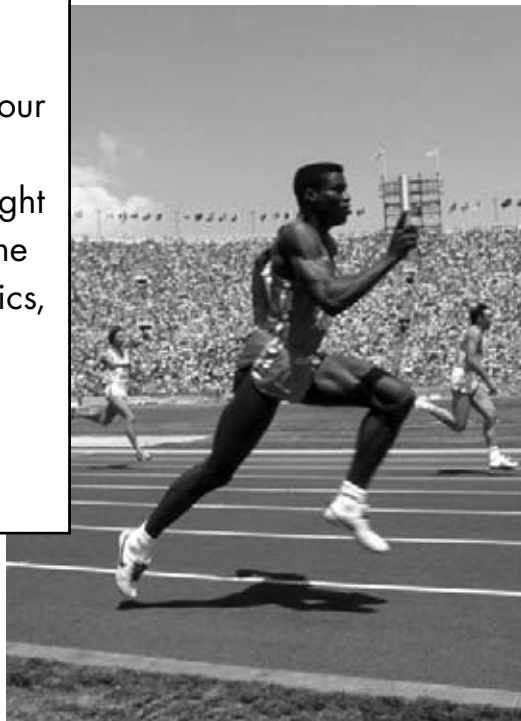


Blankers-Koen competes in the 80-meter hurdles in London during the 1948 Olympics.



**Jesse Owens and
Carl Lewis**
Super-speedsters

Jesse Owens (above) and Carl Lewis (right) have also each won four gold medals in one Olympics. Owens fought against prejudice at the 1936 Summer Olympics, proving that what's inside a person, not skin color, makes a true champion.



Comaneci competes on the floor exercise.

**Everyone's Darling:
Nadia Comaneci
(1961-)
Gymnast
Romania**

The crowd at the 1976 Olympics roared with delight. A little 14-year-old girl in a ponytail showed unusual grace and **agility** on the uneven bars.

Everyone in the audience knew Nadia Comaneci (co-MAN-eech) had done a great job.

How good was she? The scoreboard showed a 1.0, but that's because it wasn't made to show a "10." She was perfect! A 10 is the highest score in a gymnastics event. Never before had anyone earned a perfect 10.

Nadia continued to charm the judges and audience during the Olympic Games. She scored six more 10s in other gymnastic events. She won five medals—three gold, one silver and one bronze medal. She was also named all-around Olympic champion.

At the 1980 Olympics, Nadia added two gold and two silver medals to her trophy case.



Comaneci's performance on the uneven bars earned her a perfect 10.

Glossary

agility	the ability to move quickly and easily (p. 14)
endurance	the act to continue going even when there might be pain (p. 9)
excel	to perform extremely well (p. 10)
feat	an act showing amazing skill (p. 7)

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Name _____

INSTRUCTIONS: Write the facts and important details for each athlete on the graphic organizer.

Athlete Name	Fact	Detail
Mark Spitz	_____	_____
Abebe Bikila	_____	_____
Fanny Blankers-Koen	_____	_____
Daley Thompson	_____	_____
Nadia Comaneci	_____	_____

Name _____

INSTRUCTIONS: See how many compound words you can find in the book and record them in the right column on the chart. Then work with a partner to look in other books to find more examples of compound words. Use your personal compound word chart as a reference for reading and writing.

Types of Compound Words

One Word (barefoot)	Two Words (long jump)	Hyphenated (long-distance)

The Magic of Migration

A Reading A-Z Level O Leveled Reader

Word Count: 689



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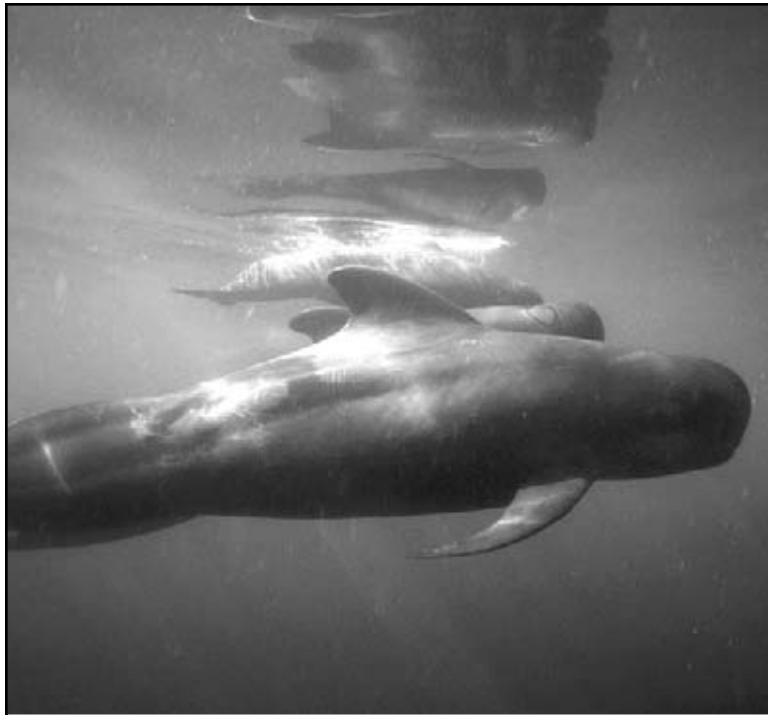
The Magic of Migration



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The Magic of Migration



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Geese head south for warmer climates in the fall.

Introduction

Some animals wing their way across the skies for hundreds or thousands of miles. Others thunder across great plains. And still others make their way through strong ocean currents. All are searching for food, water, warmer climates, or a place to raise their young. And all are taking part in the magic journey of **migration**.

What Is Migration?

Migration is the term scientists use to describe these animal journeys. And many different types of animals migrate. Birds, bats, whales, sea turtles, large grazers such as caribou and wildebeests, salmon, and even some kinds of insects, move from one place to another to survive.



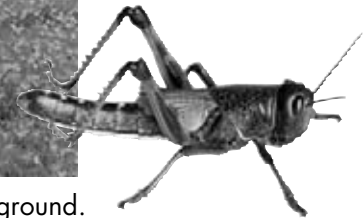
Pilot whales migrate.

Some animals migrate at the same time every year and follow the same path. Others follow more irregular patterns because their movement depends on local conditions, such as the weather. There are also some animals that only migrate one-way, such as masses of locusts that migrate when their numbers get so big that they need to find new sources of

food. They stay in a new field until they need another source of food.



Locusts swarm a new feeding ground.





Hungry bears are a threat to migrating salmon.

Migration is one of the most dangerous journeys an animal can make. Migrating animals face many threats along the way, including hungry predators, strong winds, ocean currents, hunters, and fishermen. But migrating to find better living conditions is important for survival.

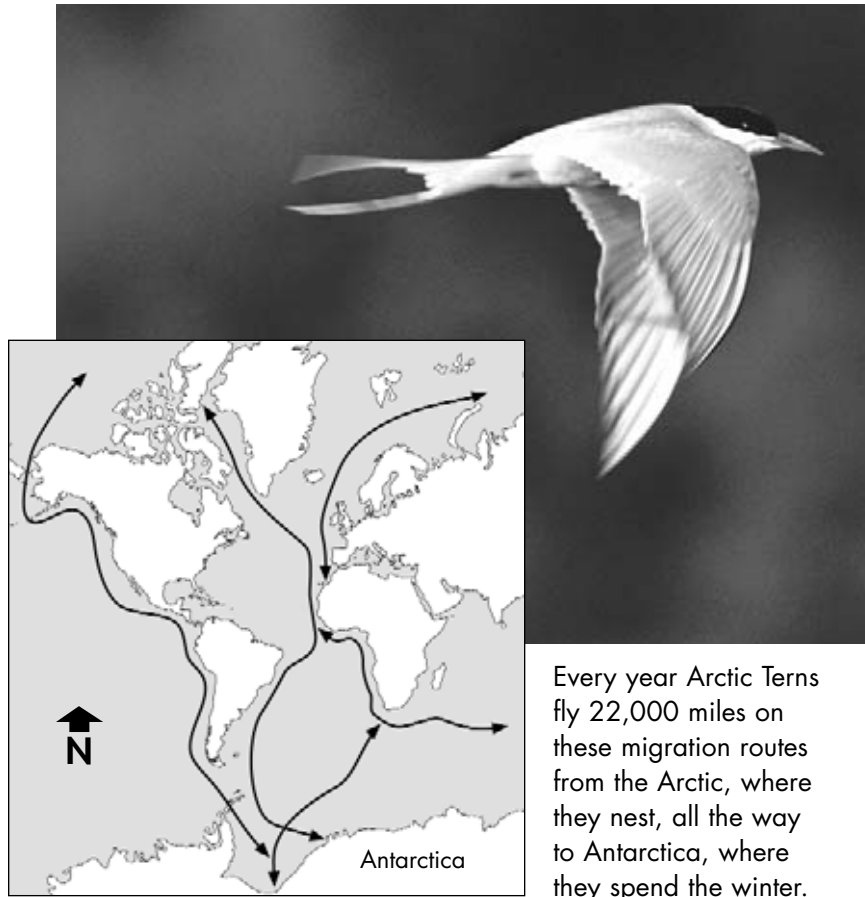
The Search for Food and Water

The most common reason why animals migrate is to find food and water. One of the most spectacular examples can be found in Africa. Every year more than a million **wildebeests**, which are large, grazing animals, migrate because of **drought**. When hot weather dries up grass and water supplies in one place, these fast-on-their-feet wildebeests travel in huge herds to find new sources of food and water. As these large mammals thunder



Wildebeest

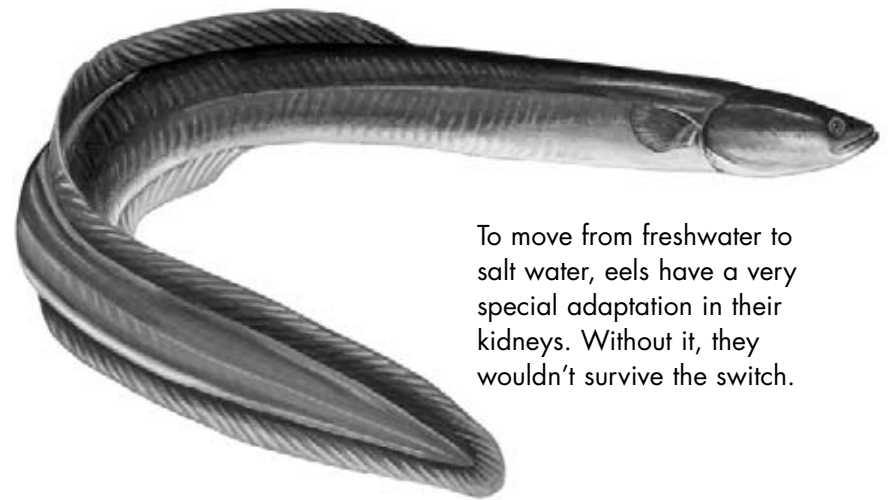
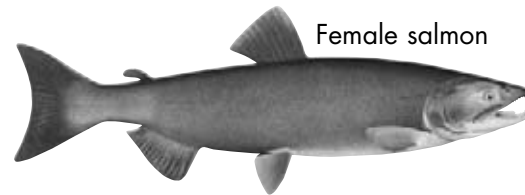
across the great plains of eastern Africa, hundreds of thousands of zebras and gazelles join them on their journey.



Many birds also make spectacular journeys to find the food they need. Warblers, flycatchers, storks, pelicans, terns, and all kinds of other birds migrate every year to find food.

Finding a Place to Nest

Another reason animals migrate is to find a place to lay their eggs or to raise their young. Many fish, like salmon and trout, migrate to **spawn**, or lay their eggs, in freshwater streams. And some, such as freshwater eels, do the opposite, leaving their freshwater homes and migrating to the open sea to spawn.



To move from freshwater to salt water, eels have a very special adaptation in their kidneys. Without it, they wouldn't survive the switch.

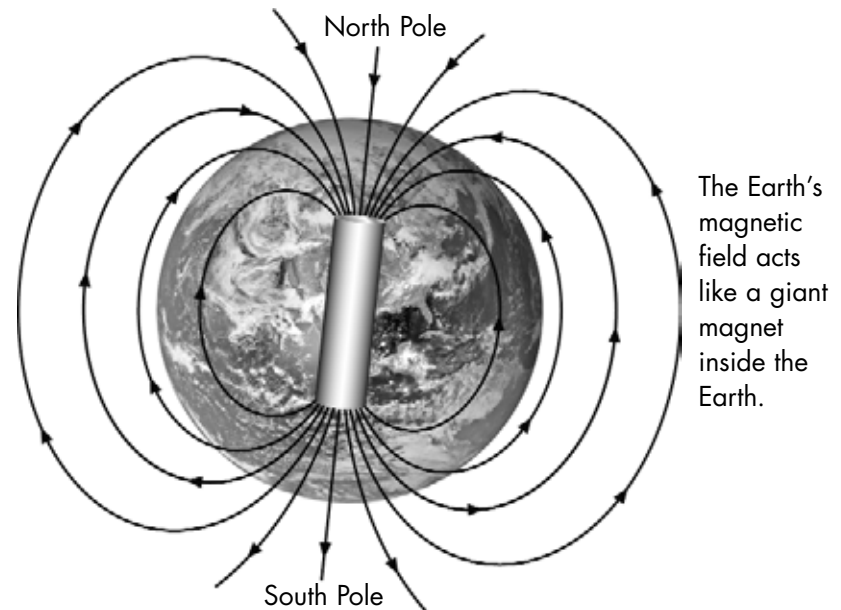
How Do They Do It?

How do animals find their way when they migrate? Although scientists don't have all the answers yet, they are learning more every year about the mysteries of migration. Some animals, such as salmon, use their sense of smell to find the stream where they were first born. Others, like indigo buntings and other night-flying birds, use the stars to guide their way. Day-flying birds use the sun and also watch for special landmarks, such as coastlines and mountains to stay on course.



Indigo
Bunting

Scientists are still exploring other ways that animals find their way. They believe some animals are able to sense the Earth's magnetic pull to guide them.



Magnetic Brains

Think of the Earth as a giant magnet. Scientists think that many species of birds **navigate** by sensing the Earth's magnetic north and south poles. They have found tiny particles of a magnetic substance, magnetite, in some birds' brains. They think these tiny particles are pulled by the Earth's poles, helping guide birds as they migrate.

Insects, Whales, and Turtles

One of the most interesting yearly migrations is that of monarch butterflies. These bright orange and black butterflies travel from the northern and eastern parts of North America to southern parts of the United States and to Mexico.



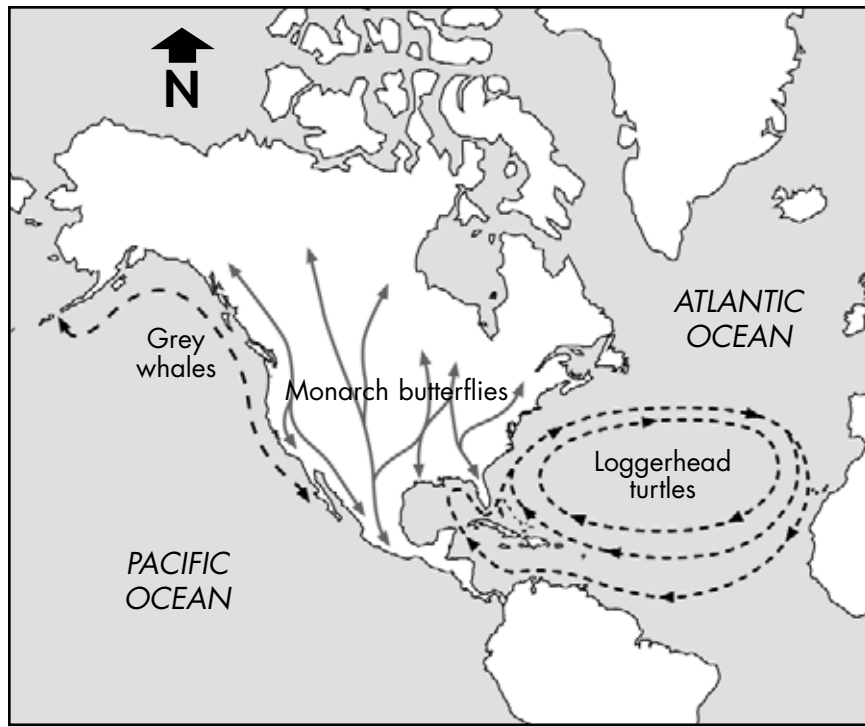
Monarch butterflies

They spend winter on specific trees in the mountains. In the spring, the adults return north, breeding along the way. The adults die after the females lay eggs. The eggs develop into young butterflies that complete the journey back home.

Many marine creatures also migrate—from huge humpback whales to lobsters, sharks, sea turtles, and tuna. Some, like many of the sea turtles, follow ocean currents to get from one part of the vast ocean to another. But scientists still don't know how these creatures find exactly the right beach to lay their eggs—the same one they hatched on years before.



Baby loggerhead turtles head out to sea after hatching on the same beach where their parents were born. Inset: Adult loggerhead



Migration paths

Every year, millions of animals move from one place to another to find food, water, better weather, or a place to nest or raise their young. Some travel alone, but others travel in huge flocks or herds. But no matter how they travel, they all take the magical journey of migration.

Glossary

drought	a long period of unusually dry weather (p. 8)
migration	the periodic movement of animals from one place to another (p. 4)
navigate	to direct the course of travel (p. 12)
spawn	to lay eggs (p. 10)
wildebeests	large, ox-like African antelopes with a long, tufted tail (p. 8)

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ocean currents, 4, 7, 14	
path (finding), 6, 11, 12	

Name _____

INSTRUCTIONS: In the first column, write what you already know about migration. In the second column, write what you would like to learn. After you finish reading, fill in the third column with what you learned from the book.

What I Know	What I Want to Know	What I Learned

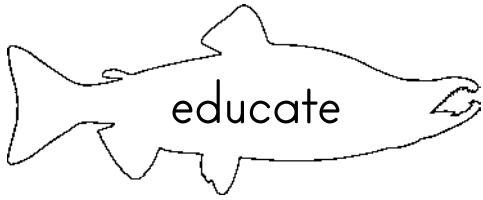
Name _____

INSTRUCTIONS: Find four major events that show cause and effect in *The Magic of Migration*. Write the causes in the left-hand boxes and their effects in the right-hand boxes.

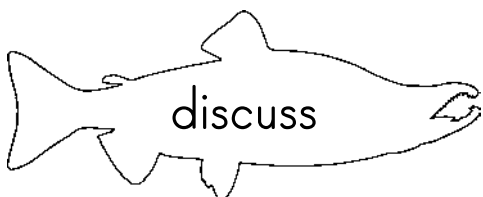
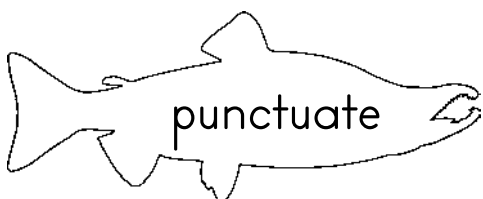
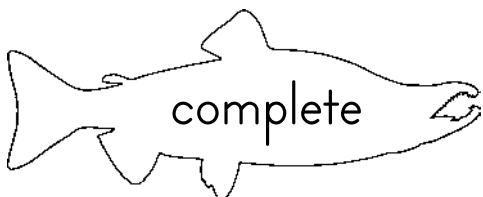
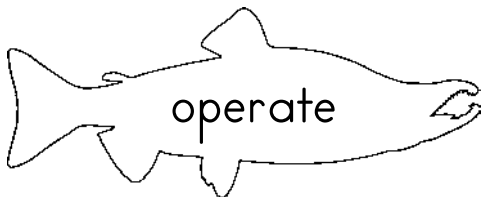
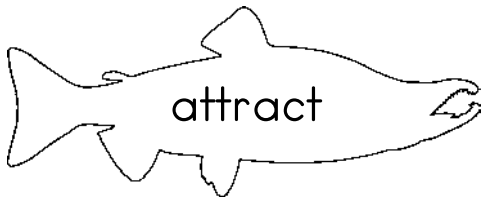
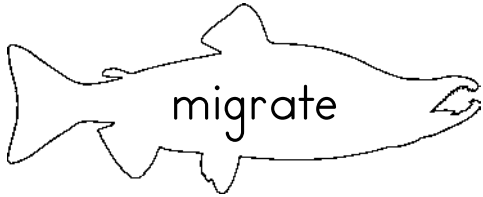
Causes	Effects
	
	
	
	

Name _____

INSTRUCTIONS: Add the suffix *-ion* to each base word below. Write your answers on the lines provided. Remember with words ending in *-e* you must drop the *-e* before adding the suffix *-ion*.



education



Anansi and the Talking Watermelon

A Reading A-Z Level O Leveled Reader

Word Count: 876

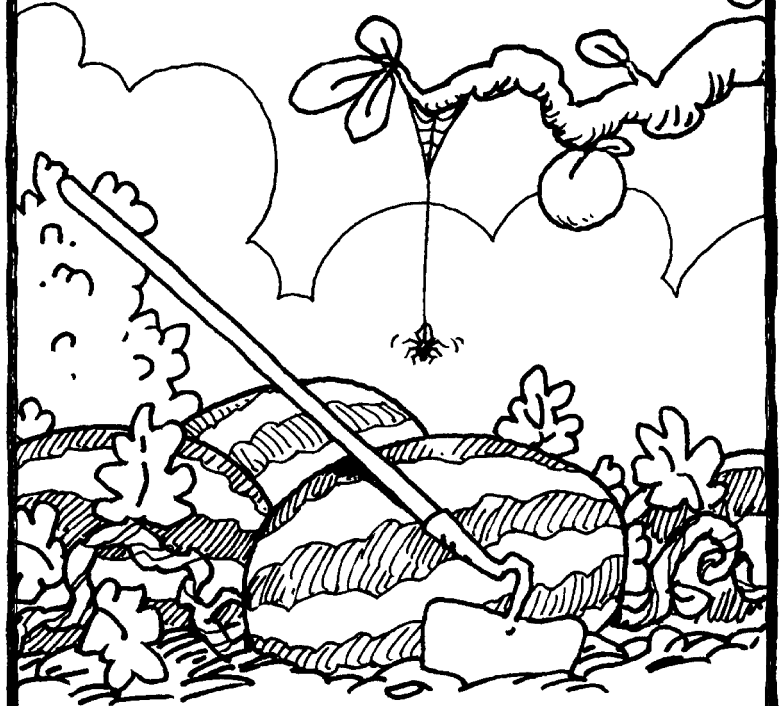


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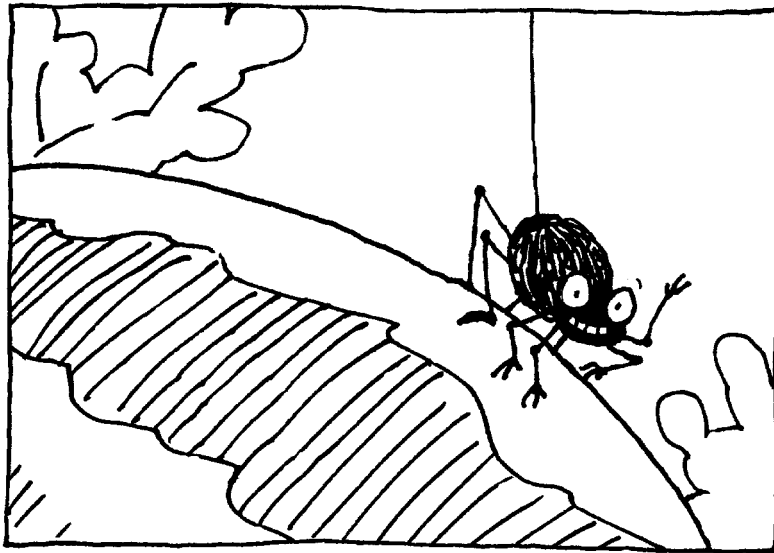
Anansi and the Talking Watermelon



Retold by Kitty Higgins
Illustrated by Patrick Girouard

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Anansi and the Talking Watermelon



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Illustrated by Patrick Girouard

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Anansi "the Spider" stories are based on the oral tradition of West Africa. They feature a clever spider who outwits bigger animals to get out of trouble or just to have fun. Folktales once told around campfires in countries such as Ghana now teach children worldwide about life.

Anansi and the Talking Watermelon
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Early one morning, Anansi the spider awoke to the sound of Possum hoeing his watermelon patch. Anansi peered down from the peach tree where he lived to watch Possum's slow progress. Anansi salivated at the thought of a meal of watermelon, his favorite juicy, red fruit.

When Possum set his hoe aside at midday to take a nap, Anansi snuck down his tree for a snack.



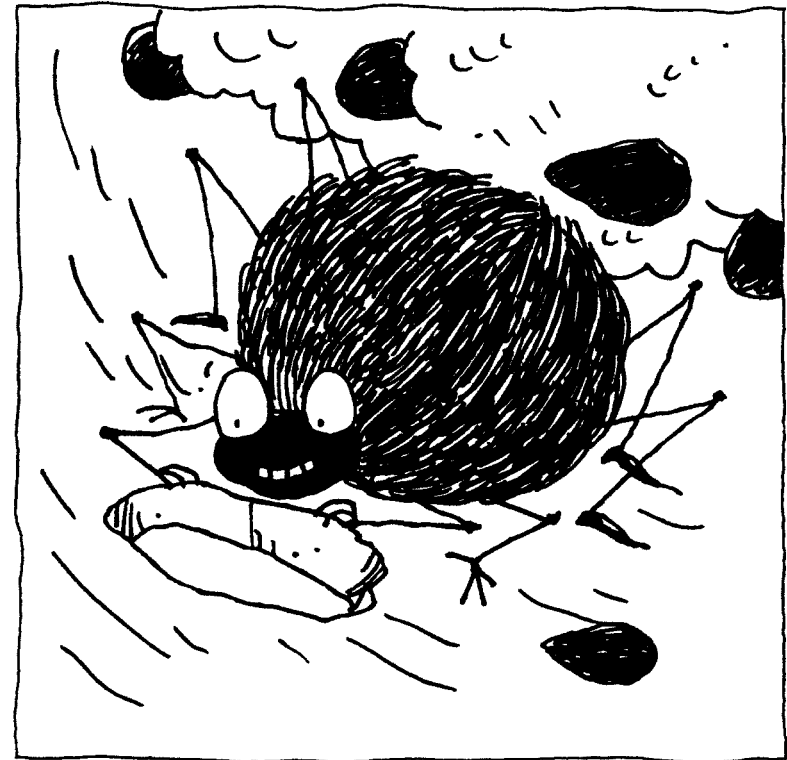
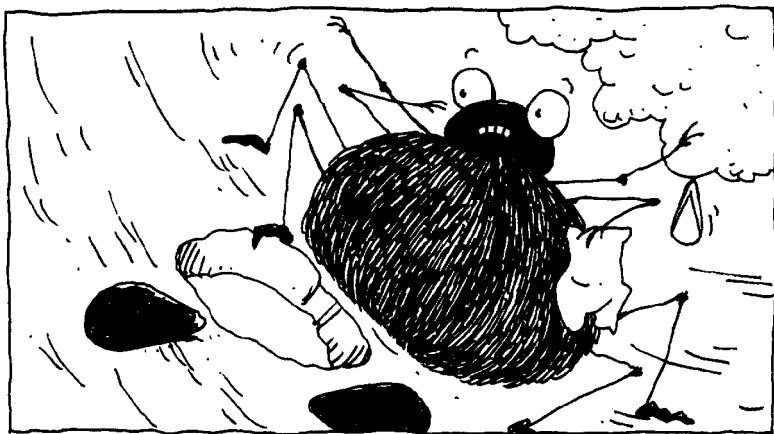
While Possum snored, Anansi shimmied down his fine, silk web to the ripest watermelon in the garden. He picked up a small, sharp stone to chip away the melon's rind. He made a hole that he could just squeeze into. He gorged himself as the juices slid down his eight spider legs.

Just when Anansi about had his fill,
he heard Possum stir.

"Possum will punish me if I am
discovered," Anansi said to himself.

He waddled to the hole in the rind and
one leg at a time he tried to pull himself
out. He was so slippery he couldn't
keep his footing. He braced himself
against the edge of the hole, but he was
so full of fruit that he no longer fit!

"Oh! No! I am stuck!" he cried. "Now I
have to wait until I shrink back to
normal size."



Anansi laid his head upon a watermelon
seed in an attempt to sleep. He tossed
and turned restlessly. "This is so boring.
What should I do while I wait?"

As he pondered his next plot, he heard
Possum at the far end of the row.

"I know! I will trick Possum into thinking
that his melon talks!"

Possum came scratching with his hoe, and as he neared Anansi's melon he heard a sound, quiet as a mouse.

"Who is that?" he asked.

"It is I, the watermelon!" Anansi now yelled.

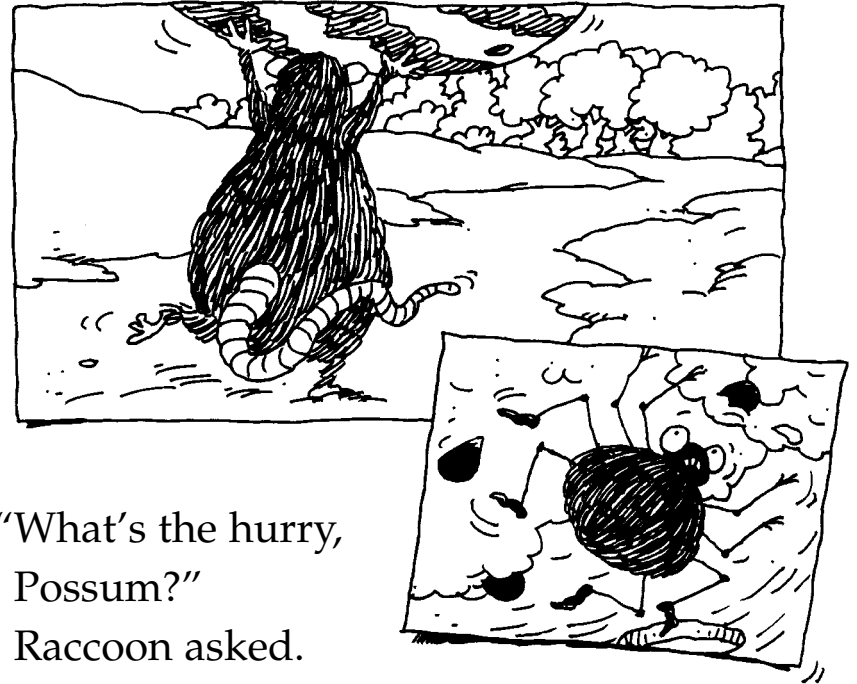
"How absurd, watermelons can't talk!" Possum said as he cradled the melon to his ear.

"Possum, you have never been a good listener. Watermelons have been talking since before you were born!"



Possum could not believe his ears and cried, "Eureka! I must show King Bear the discovery I have made."

Off he went, carrying the watermelon with Anansi bouncing to and fro inside. He met Raccoon rolling in the dust beside the road.



"What's the hurry, Possum?" Raccoon asked.

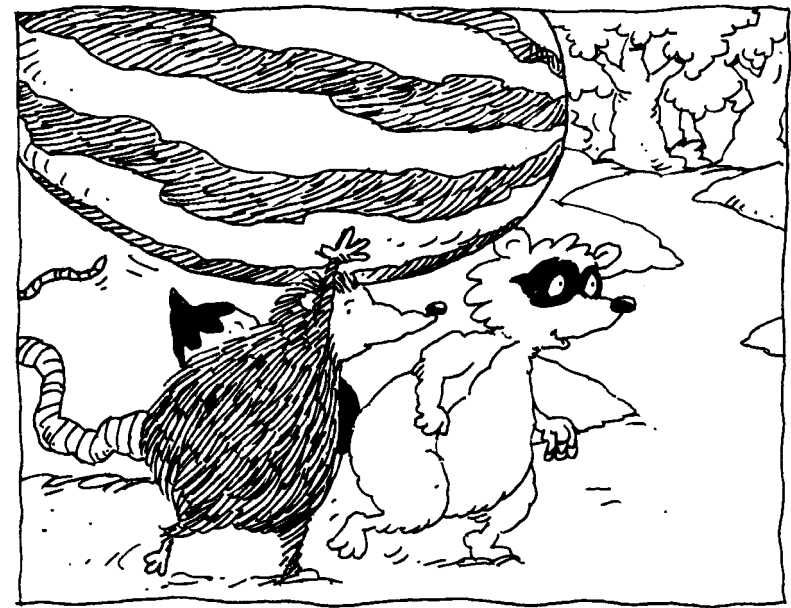
"I am bringing King Bear a talking watermelon!" Possum answered, very proud of himself.



"Now I have heard everything!" Raccoon laughed.

"You haven't heard me talk!" Anansi replied from inside the melon to Raccoon's smart remark.

"Huh? What? Who said that?" asked Raccoon.

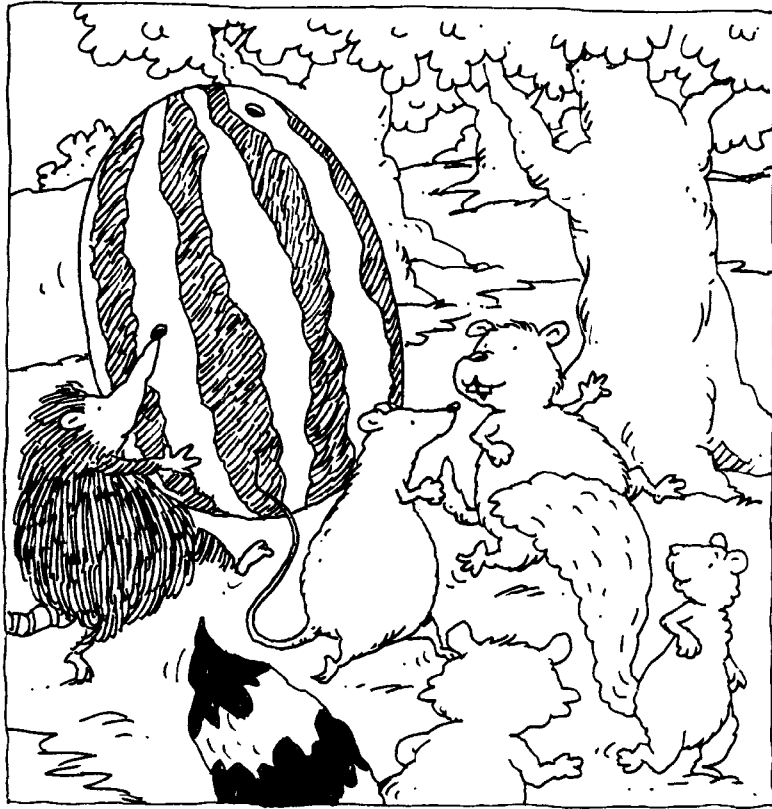


"I did!" said Anansi, really enjoying his trick. "You are silly, Raccoon, for not realizing more than animals have speech. Watermelons are more intelligent than you."

"Do you believe me now?" asked Possum.

"Yes, I do," Raccoon said. "This smart-aleck watermelon is something the king would want to see."

Along the path to King Bear's grand den, Possum and Raccoon came upon Gopher, Rat, and Squirrel. They each, in turn, laughed and pointed fingers—until they heard the melon's strange little voice themselves. Before long they all wanted to hear what the king would say about the oddity, so off they went.



When they arrived, the king, a very grizzly-looking bear, had just woken from his afternoon slumber and was a bit grumpy.

"What is it?" he growled as the animals bowed before him.

Possum placed the watermelon on a tree stump before King Bear.

"What am I to do with this?" the king asked, continuing before anyone had a chance to answer. "I do not need any watermelons; I have acres of my own."

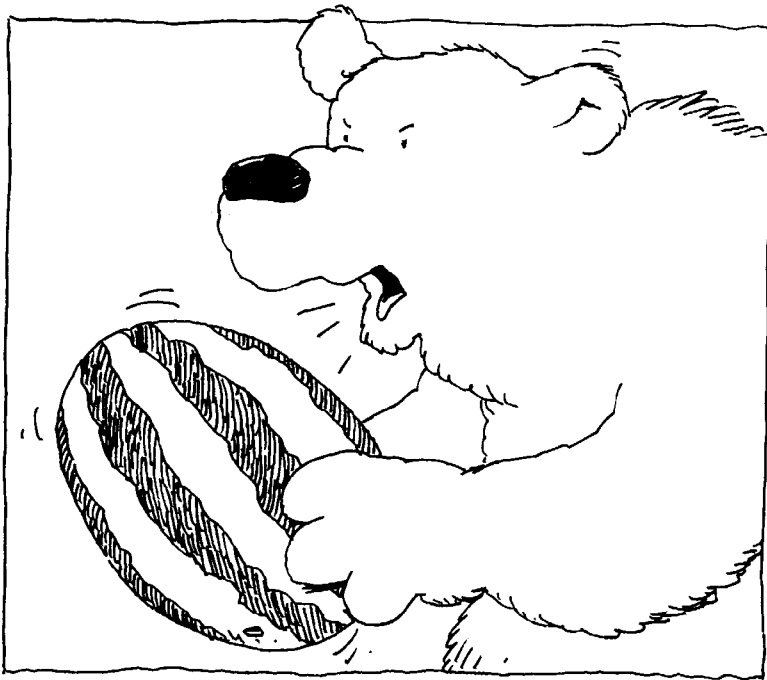
"This one talks!" they chimed in unison.

King Bear refused to believe he had subjects from a garden patch. He demanded that the melon pay respects to him if the animals spoke the truth.

The watermelon just sat there, mum for the first time all day.

"What kind of joke is this?" the king grumbled.

The melon remained silent.

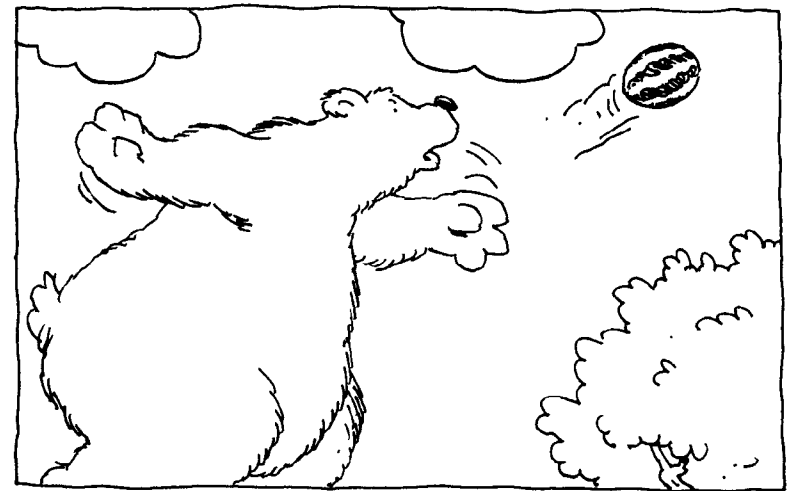


"I would be a fool to waste more time waiting to see your treacherous trickery," he snarled at the frightened animals.

"You would be a fool not to wait," piped up Anansi from inside the melon. "Only a fool thinks watermelons can't talk!"

"Fool? Fool!" King Bear roared. "How dare you call the king foul names!"

And with that, King Bear picked up the melon in his paws and chucked it as hard and as far as he could.





The melon flew through the air and landed with a crack and a thud, splitting wide open. Anansi was free! He skittered as fast as he could back to the peach tree where his morning started.

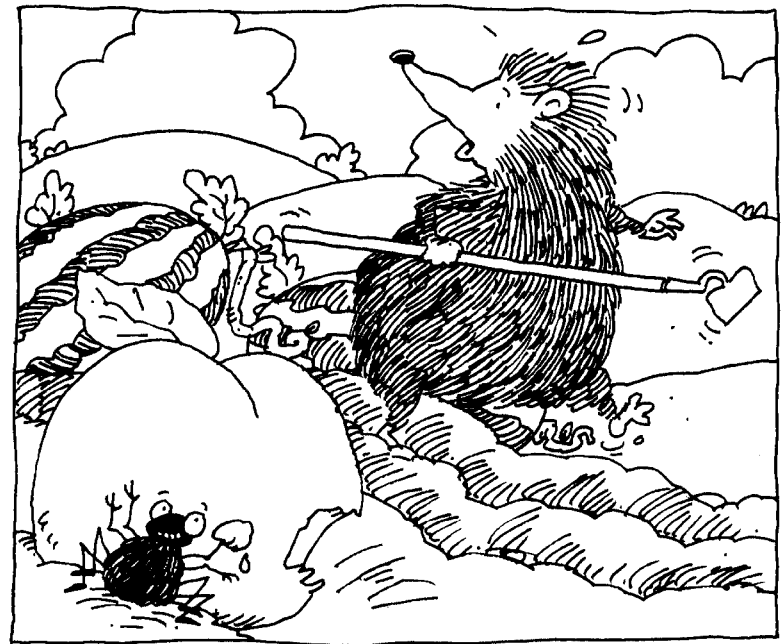
"What a great day!" Anansi rejoiced. "All of this fun has made me hungry again."

He began nibbling at a large, ripe peach above Possum's patch.

Possum returned later that day with a sour look on his face. He picked up his hoe and started digging furiously.

"Melons!" he cried. "Next year I will grow something else in this patch; you watermelons are nothing but trouble."

"Perhaps you should grow more peaches!" Anansi said with a mouth full of fuzzy fruit. "The king is sure to listen to a peach!"



Name _____

INSTRUCTIONS: Before reading the book, fill in the first row with your predictions. During reading, fill in the middle row with changes in your predictions. When finished, tell what actually happened in the final row.

What I predict will happen

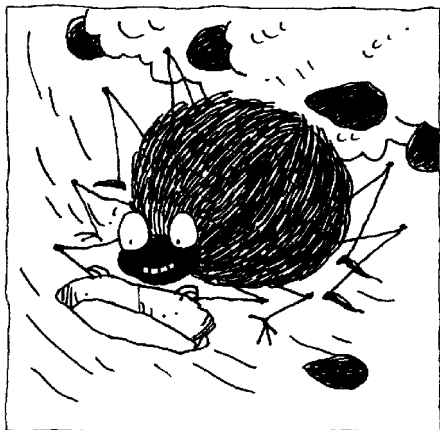
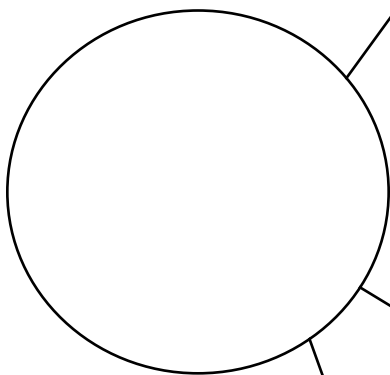
Changes in my prediction

What actually happened

Name _____

INSTRUCTIONS: Write the title of the story in the circle. Along each character line, write the name of a character. Along the trait lines, write three traits shown by that character.

Story Title



Character: _____

Traits: Words, Thoughts, or Actions

Character: _____

Traits: Words, Thoughts, or Actions

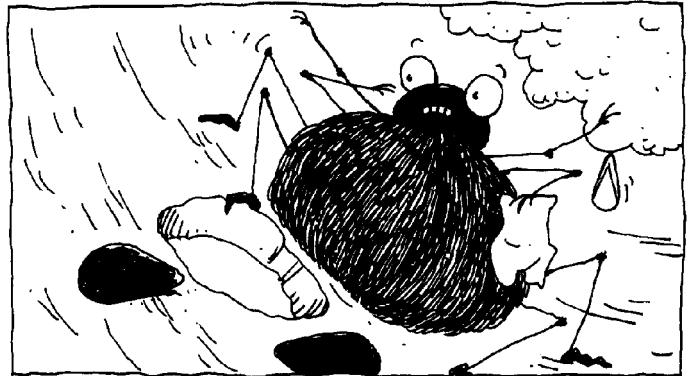
Character: _____

Traits: Words, Thoughts, or Actions

Name _____

INSTRUCTIONS: In the text below, circle all of the words that have more than one syllable. On the lines underneath, divide each word into its correct syllables. You may use a dictionary.

Just when Anansi about had his fill, he heard Possum stir. “Possum will punish me if I am discovered,” Anansi said to himself.



He waddled to the hole in the rind and one leg at a time he tried to pull himself out. He was so slippery he couldn't keep his footing. He braced himself against the edge of the hole, but he was so full of fruit that he no longer fit!

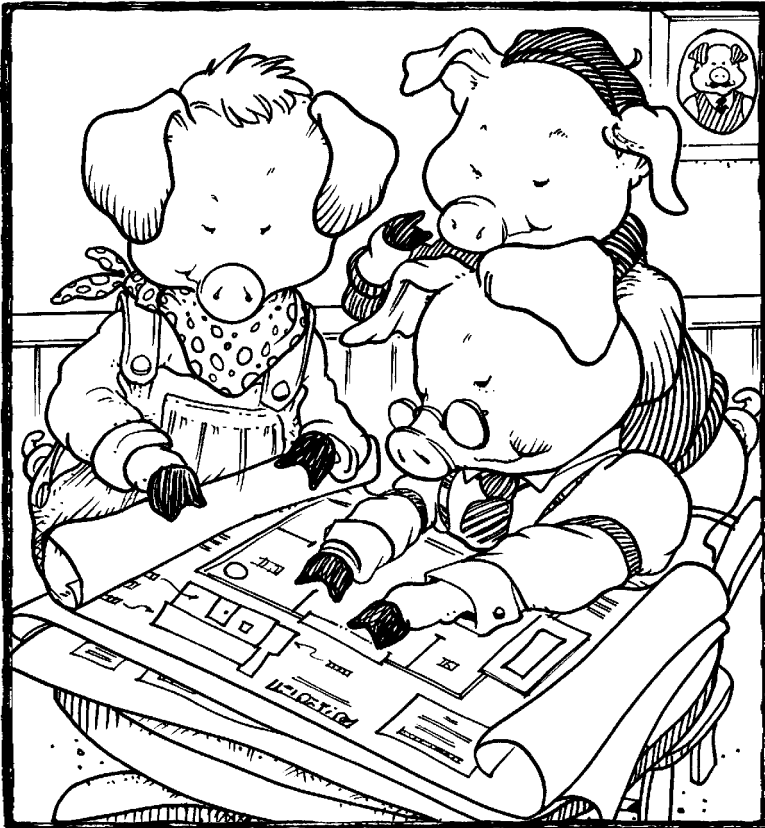
“Oh! No! I am stuck!” he cried. “Now I have to wait until I shrink back to normal size.”

A•nan•si			

Three Little Pigs: The Wolf's Story

A Reading A-Z Level O Leveled Reader

Word Count: 743



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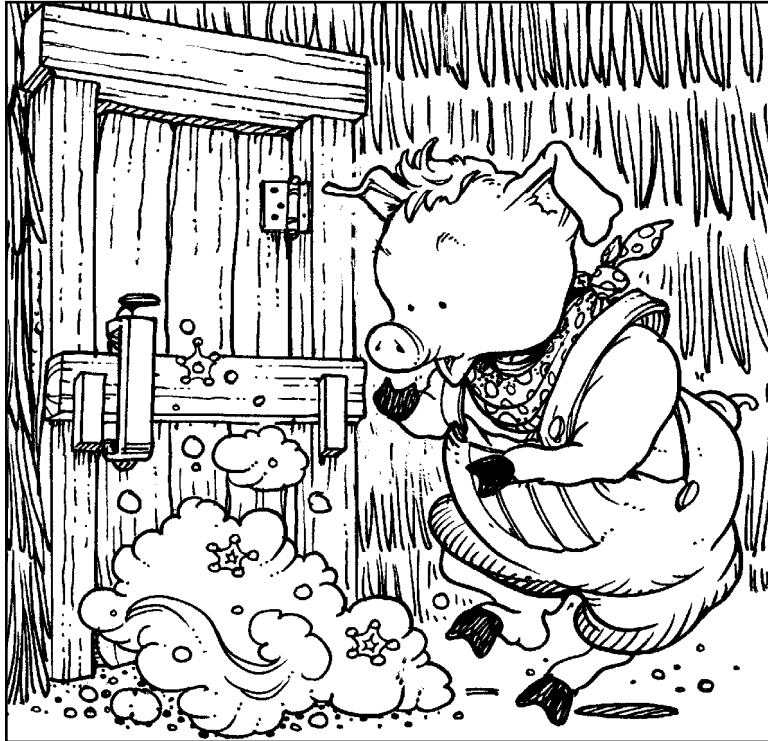
Three Little Pigs: The Wolf's Story



Written by Ned Jensen • Illustrated by Joel Snyder

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Three Little Pigs: The Wolf's Story



Written by Ned Jensen
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Note to readers: This story of *The Three Little Pigs* may not be what it seems at first. One of the characters in this story has a different tale to tell. Read on to find out what really happened when the wolf and the three little pigs met.

Three Little Pigs: The Wolf's Story
Level O Leveled Reader
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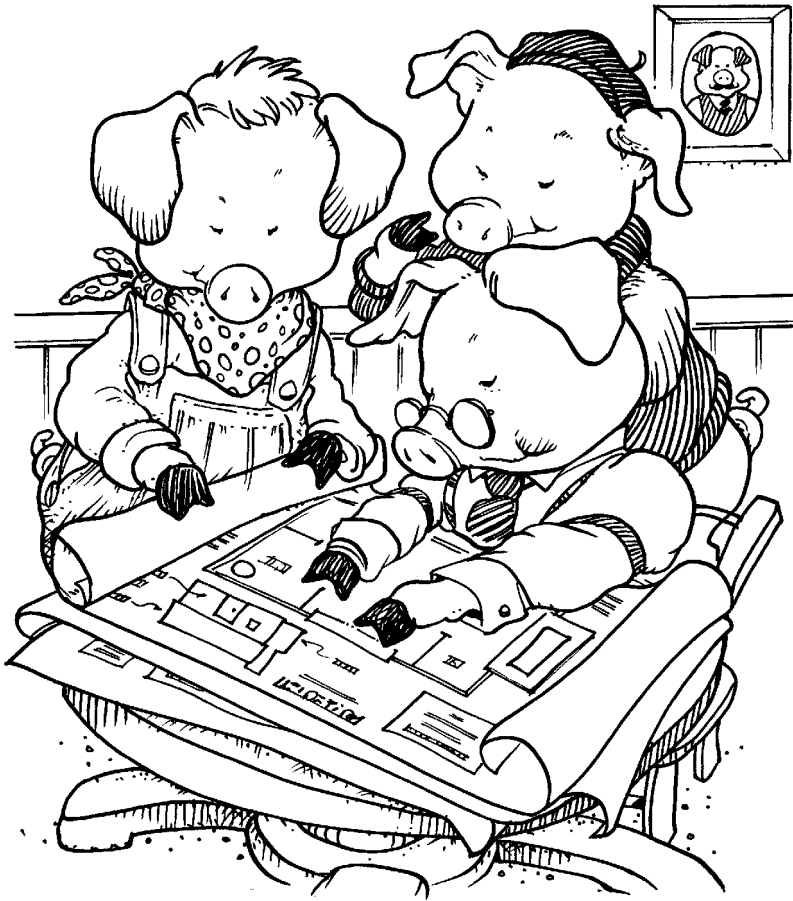
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Correlation

LEVEL O

Fountas & Pinnell	M
Reading Recovery	20
DRA	28

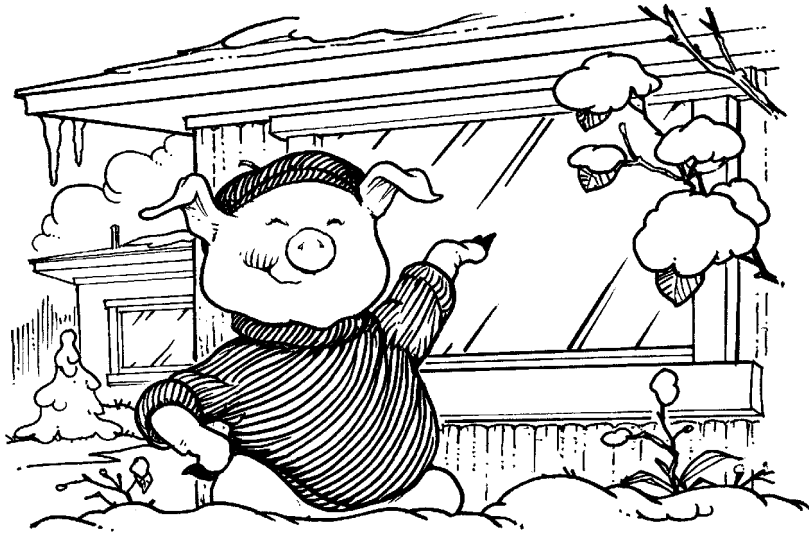


Once upon a time in a quiet country village, there lived three little pigs. They were the luckiest swine in the country. They had just **inherited** enough money from their grandfather to build three new houses.

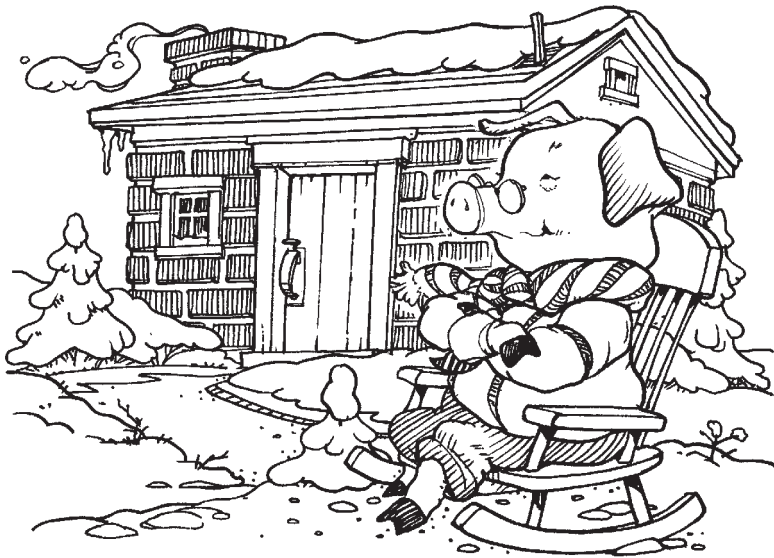
The first little pig wanted a warm and cozy house that would help him to relax. He built his house out of straw, the warmest and most familiar material he knew.



The second little pig loved to shock the neighbors. He picked sticks for materials and built a **modern** house like Frank Lloyd Wright.



The third little pig, who planned for any imagined disaster, built a **sturdy** house of bricks and mortar.



Not far off in the cold, damp forest lived a poor, old wolf. He lived in a rotten, hollow log and searched the forest for whatever food he could find. He had no money—not a single cent—to build a house or plant a garden. Unlike most wolves, he was a **vegetarian**.

When winter arrived, it was extremely bitter and harsh. The wolf ate so little that he became weak and caught a terrible cold. Soon he was constantly sniffing and sneezing. He sneezed so hard that he blew dried leaves off the forest's trees.

The sickly wolf left the forest in search of food and shelter. He sniffled and sneezed as he traveled down the road.

Achoo! Achoo!

With each sneeze, the snow whirled into a white cloud around his **frostbitten** ears.

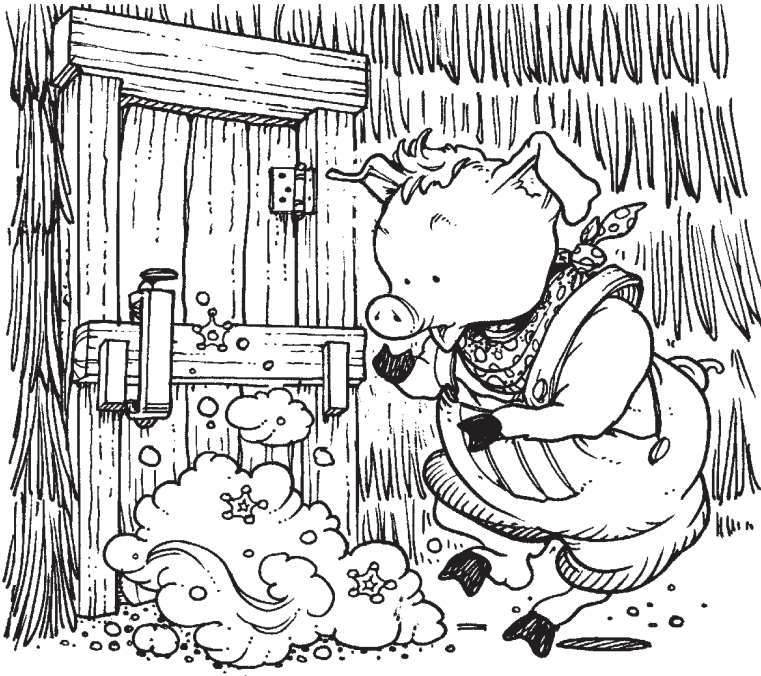


After walking for several hours, the old wolf came upon the **quaint** village where the three pigs lived. Being so very cold and so very hungry, he hurried to the nearest house as fast as his stiff body could carry him.

He knocked on the straw door. He hoped that whoever lived there would take pity on him and let him come inside.

Before the timid little pig could reach the door, the wolf began to sneeze and sneeze.

Achoo! Achoo!



To the wolf's surprise, he sneezed so hard that he blew the straw house apart. The frightened little pig thought the wolf wanted to eat him, so he scurried off to his brother's house.

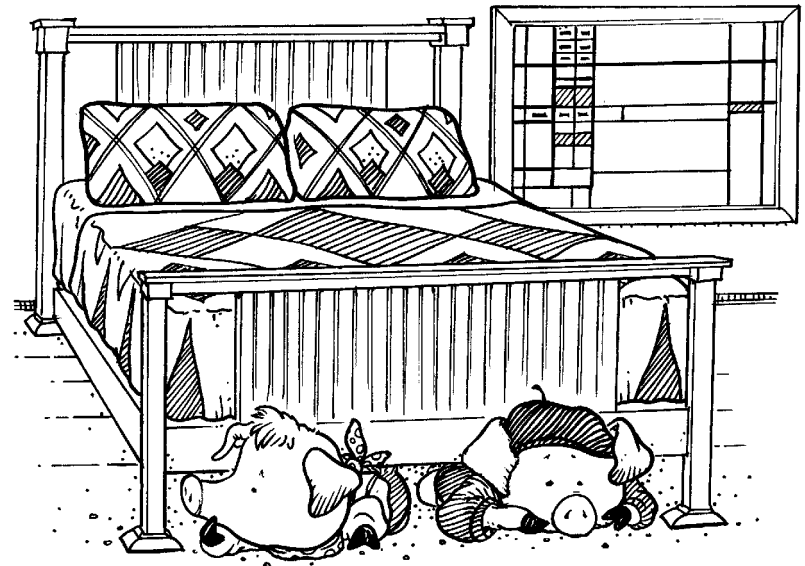
In a trembling voice, the pig warned his brother about the wolf who had blown down his house. They quickly locked the door and hid under a bed.

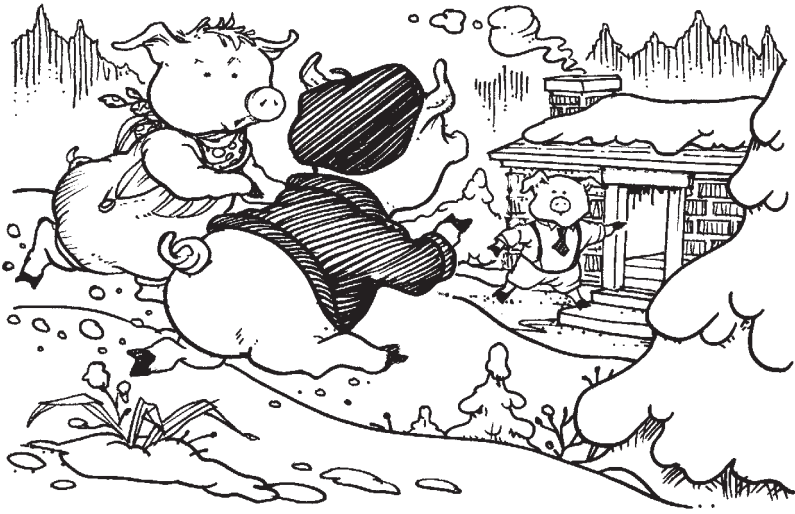
The wolf followed the pig to the stick house, **desperate** after destroying his first chance at food and shelter.

"Please, oh please, give me something to eat and a warm place to rest," he pleaded.

The two pigs remained hidden under the bed, fearing for their lives. Once again the old wolf began to sneeze and sneeze.

Achoo! Achoo!





His sneezing shook the house of sticks. Three more sneezes and the house fell down. The two panicked pigs ran off over the hill to their brother's house of bricks.

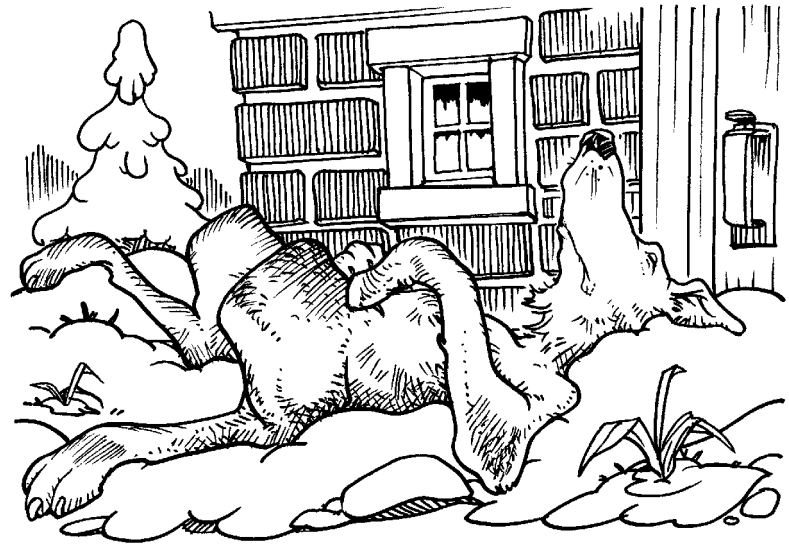
Their brother was sure the wolf couldn't destroy his house. To be on the safe side, the pigs locked the doors and windows and hid in the safest room.

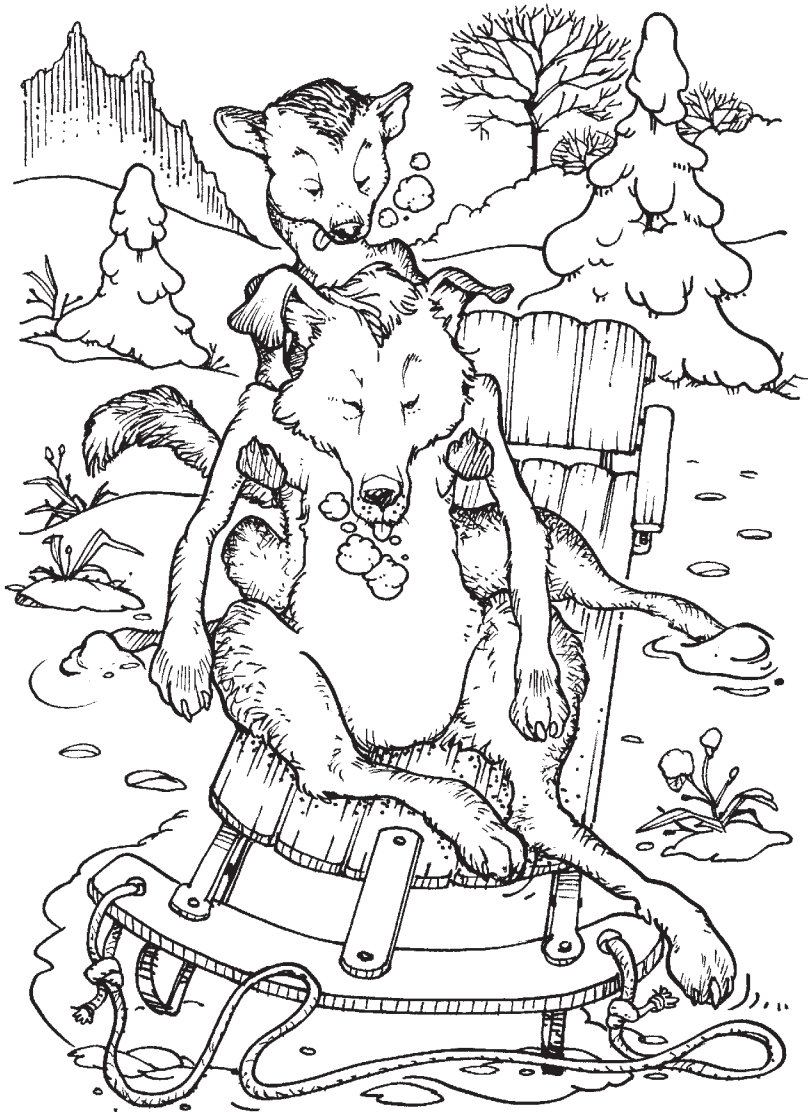
When the two brothers had calmed down a bit, the three pigs sat down to a game of cards.

The wolf again came begging for food and shelter. He was **delirious**. The weather and the illness had **sapped** his strength.

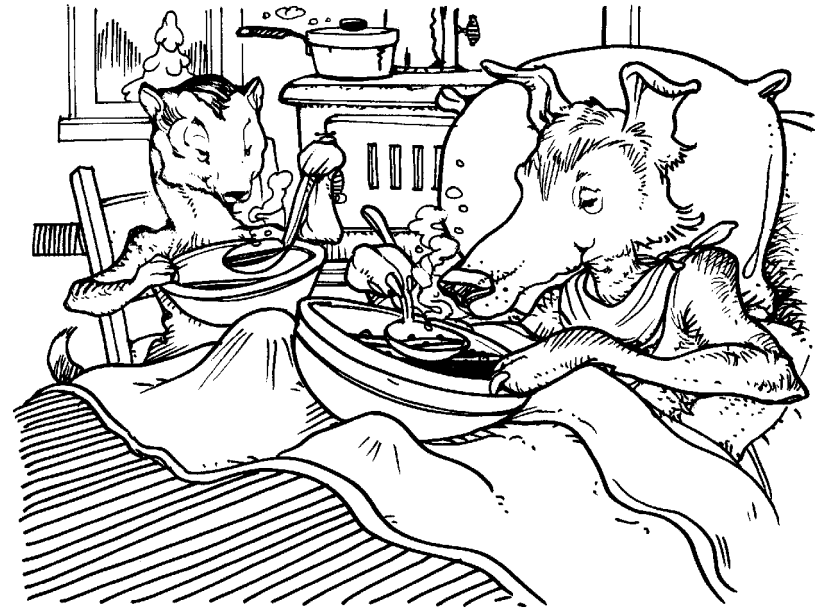
One last time, the wolf began to sneeze and sneeze. The brick house stood strong, but the wolf teetered until a final sneeze made him collapse in the drifting snow.

The wolf lay there **unconscious**. After much time passed, a weasel pulling a sled found the wolf nearly frozen.





The weasel, being kind and concerned, struggled to pull the old wolf onto his sled.



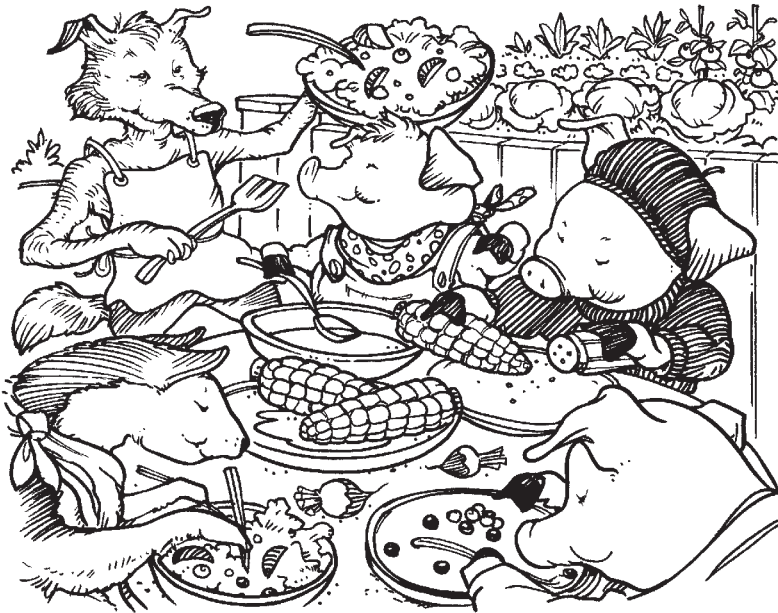
The weasel finally managed to load up the wolf and tugged the sled to his house at the edge of the village. He helped the sick creature into bed, where he nursed the wolf back to health with vegetable broth.

When spring came, the healthy wolf explained his terrible **ordeal** to the three pig brothers. The pigs were ashamed that they hadn't realized what was happening.

The wolf didn't blame them for misunderstanding. To make up for blowing down the two houses, the wolf helped the little pigs rebuild.

Then all of the villagers joined together to build the wolf a new house. The wolf's new neighbors also helped him plant a garden full of fresh vegetables.

From that day on, the old wolf was never cold or hungry again, and he never sneezed another sneeze.



Glossary

delirious	having confused thoughts and speech, usually as a result of a high fever (p. 12)
desperate	having lost hope; suffering extreme need (p. 10)
frostbitten	injury to body parts from exposure to freezing cold (p. 7)
inherited	received after someone died (p. 3)
modern	with characteristics of the current time (p. 4)
ordeal	a hard or difficult experience (p. 14)
quaint	looking old-fashioned (p. 8)
sapped	slowly weakened (p. 12)
sturdy	firmly built; strong (p. 5)
unconscious	not aware; not mentally awake (p. 12)
vegetarian	someone who eats only plant products and no meat (p. 6)

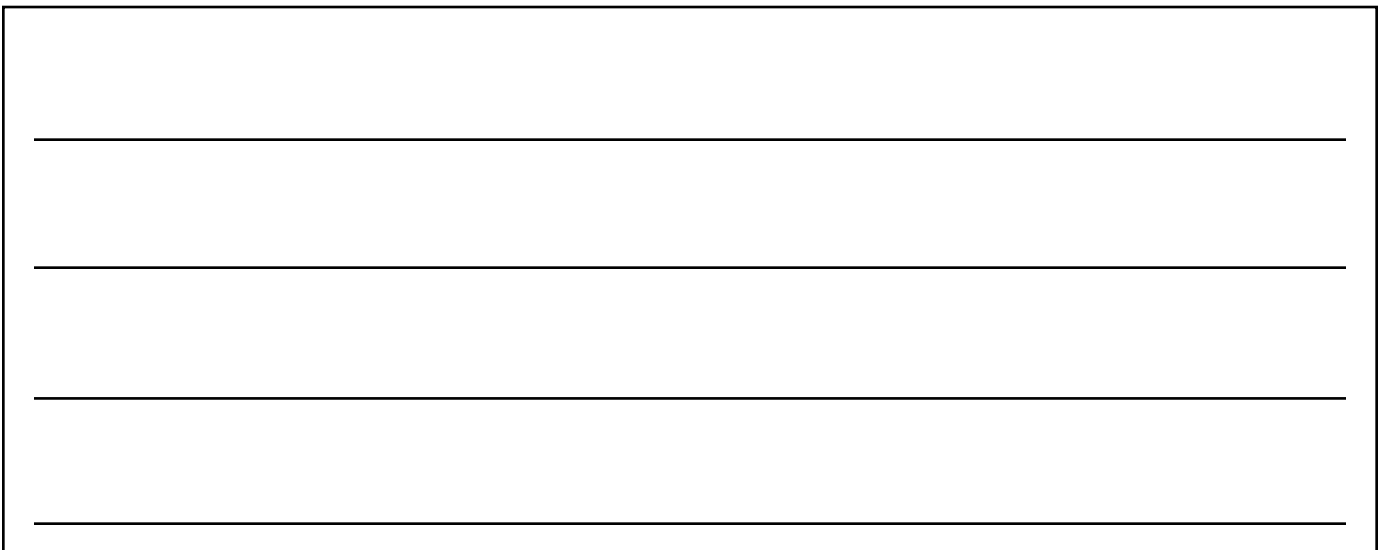
Name _____

INSTRUCTIONS: Draw a picture to represent a part in the story where you stopped to self-monitor in order to understand the reading.



THREE LITTLE PIGS: THE WOLF'S STORY • LEVEL O • 1

INSTRUCTIONS: Write one or more sentences to explain your drawing.



SKILL: SELF-MONITOR

Name _____

INSTRUCTIONS: Compare the story of *The Three Little Pigs* with *Three Little Pigs: The Wolf's Story*. Where the circles overlap, list how the stories are alike. Where the circles are separate, list how they are different.

Different

Alike

Different

Name _____

INSTRUCTIONS: Find and circle all of the descriptive words. Next, find and underline all of the nouns that are being described.

After walking for several hours, the old wolf came upon the quaint village where the three pigs lived. Being so very cold and so very hungry, he hurried to the nearest house as fast as his stiff body could carry him.

He knocked on the straw door. He hoped that whoever lived there would take pity on him and let him come inside.

Before the timid little pig could reach the door, the wolf began to sneeze and sneeze.

Achoo! Achoo!



Katie's Forest Finds

A Reading A-Z Level O Leveled Reader

Word Count: 947



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Katie's Forest Finds



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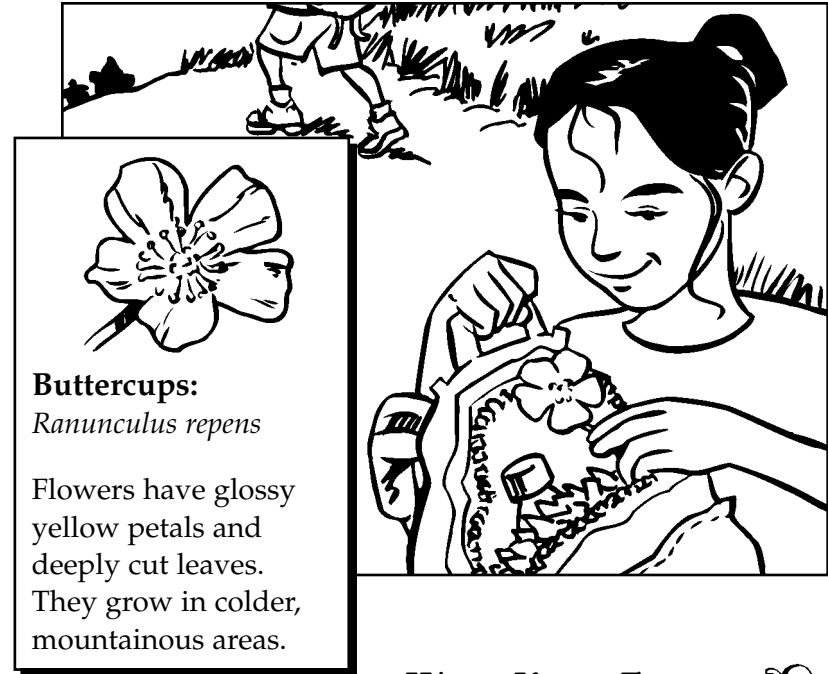
LEVEL O

Fountas & Pinnell	M
Reading Recovery	20
DRA	28



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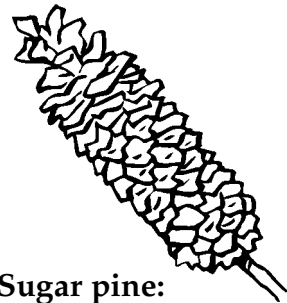
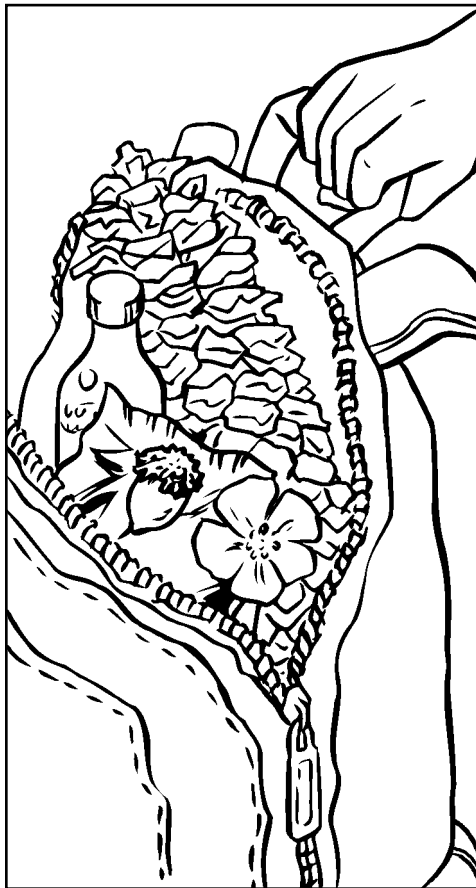


What Katie Found 🌿

“Last one to the top gets gobbled by a grizzly!” Ben yelled as he pushed past Katie and scrambled up the trail after their parents.

Katie was examining a grand butter-yellow flower growing in the middle of the trail. As she plucked the blossom and dropped it into her open backpack, she imagined how terrific it would look in her nature collection.

She'd just begun collecting a few hours ago, but Katie had already discovered all kinds of interesting objects: a mammoth pinecone, brown acorns topped with miniature, fuzzy hats, and now this flower.



Sugar pine:
Pinus lambertiana

Sugar pine trees have pinecones 15 inches (38.1 cm) tall.



Tanoak:
Lithocarpus densiflorus

The fruit of tanoak trees looks like an acorn with a hairy green hat.

A sudden rustling and crackling in the woods made Katie spin around, recalling Ben's **taunt**. Her brother was only teasing about grizzly bears, wasn't he?

Glimpsing a tiny creature behind her, Katie laughed. Luckily, Ben wasn't nearby to see her struck with terror by a chipmunk!

Nevertheless, she knew she shouldn't let the others get too far ahead. She zipped her backpack shut and slung it over her shoulder, then sprinted to catch up with the rest of her family.



Least chipmunk:
Eutamias minimus

These are the smallest of all chipmunks. They have black and white stripes down their backs.



🐾 New Territory 🐾

"We have arrived!" Katie's father announced. "Now, what is our first order of business?"

"Flop down and rest," said Katie's mother, as she eased her heavy backpack off her shoulders.

"Take off our shoes and jump in the stream!" suggested Ben.

Excellent ideas, Katie thought, but her father shook his head, saying, "The first thing we should do is set up camp while it's still light."



They located a level spot, and soon she and Ben found themselves hard at work clearing away loose rocks and other **debris** while their parents unpacked the tent and set it up. Once the setup was completed, Katie and Ben's father told them they could explore until dinner. "Watch out for the grizzlies!" Ben warned his sister before he charged off.

"Are there really grizzly bears around?" Katie asked her father.

"No," he said, "but there are other varieties of wildlife you might see if you keep your eyes open."

"I saw a chipmunk," she said, "but it ran away."

"Typically, wild animals will hide or run away when they see humans," her father said. "Remember, this is their **territory**, and we're strangers here."

Katie said, "Maybe if I gave the chipmunk food, it wouldn't be afraid of me."

"Feeding wild animals is bad for everyone," her father said. "It's bad for the animals, because they can become **dependent** on our handouts and forget how to get their own food. And it's bad for humans, too, because even a cute little chipmunk is still wild and could bite."

"Then how can I show that I just want to be friends?"

"Just remember you're a visitor here, and treat the woods with the same respect you'd expect from a guest in our home. That's the best way to be a friend to wildlife."



🐾 Leave it Here? 🐾

Katie's parents prepared a delicious dinner over the camp fire. Was it the long hike that made the food taste so good, Katie wondered, or the fresh **aroma** of the mountain air?

After dinner, the whole family told stories and jokes until the stars started to appear.

The following morning, Katie awoke first. As she unzipped the tent flap and stepped out, she saw a deer drinking from the nearby stream. Although she wished she could run over and pet the deer, instead she simply **observed** it quietly until it left.

When the deer had **departed**, Katie took her own turn at the stream. As she bent to wash her face, she spotted a stone with a glittery white streak across the center—another item she could add to her collection!



Quartz:
Silicon dioxide

Quartz is the most plentiful mineral on Earth. The most common colors are clear or white.



Soon, the others woke up and they all ate breakfast; then it was time to pack up and leave. Together, Katie and her father gathered all their trash into a plastic bag.

“Where is the garbage can?” she asked.

Smiling, her father said, “There is no garbage can up here—we need to pack out everything we carried in.”

“But I don’t have any room left in my backpack!” she said, showing him.

Her father frowned and said, “Katie, you need to take all that out and leave it here.”

Katie stared at him in horror. Leave it here? But it was her collection!



Katie's father sat down on a rock, patting the space beside him, and **reluctantly**, Katie sat. Displaying the pinecone and the acorns, he explained, "These are food for birds and small animals like the chipmunk you saw. How would you feel if someone snatched your lunch for a **souvenir**?"

Picturing the chipmunk dashing away with her school lunchbox, Katie admitted, laughing, "I guess I wouldn't like that very much."



When her father pulled the next **article** out of her backpack, Katie **grimaced**. "That flower was so pretty when I picked it!" she said.

"If you leave it where it's growing, it will look just as pretty on the way back down," her father said. "Not only that, but as it grows and dies it will spread its seeds. The seeds will make more flowers next year."

Only one item remained—the smooth round stone with the white streak, which Katie's father said was quartz.

"I'll put that stone back into the stream," she said. "Anyway, I still have the rest of my collection!"

Peering into the empty pack, her father said, "You mean there's more?"

"Oh, yes," Katie said, "but it's too big to bring home in my backpack. So I'll keep it all right here."



Glossary

aroma	a pleasant smell that is very noticeable (p. 10)
article	one of a certain kind of thing (p. 14)
debris	pieces that are left behind when something is broken, for example, tree branches (p. 8)
departed	to have left or gone away from (p. 11)
dependent	relying on something or someone (p. 9)
grimaced	made a face showing displeasure (p. 14)
observed	watched (p. 11)
reluctantly	showing hesitation (p. 13)
souvenir	a thing that serves as a reminder of something, such as a trip or place (p. 13)
taunt	a mean remark (p. 6)
territory	a geographic area (p. 8)

Name _____

INSTRUCTIONS: Reread one chapter from *Katie's Forest Finds*. Then use the top box to write the important information using your own words. In the bottom box, use the information you wrote to summarize the chapter.

Important Information from Chapter _____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

KATIE'S FOREST FINDS • LEVEL O • 1

My Summary of Chapter _____

Chapter Title _____

Summary _____

SKILL: SUMMARIZE

Name _____

INSTRUCTIONS: Use the book *Katie's Forest Finds* to complete the worksheet. In the left column, write the descriptions of four items that Katie collected. In the right column, write what her father said to persuade her to leave each item in the forest.

Katie collected	Katie's father said
Item: _____ 	
Item: _____ 	
Item: _____ 	
Item: _____ 	

Name _____

INSTRUCTIONS: Circle all of the verbs in the sentences below. Then decide how interesting they make the sentence sound. Write the verbs in the *Interesting* or *Uninteresting* boxes below. **Hint:** Some sentences contain more than one verb.

1. Glimpsing the tiny creature, Katie laughed.
2. The chipmunk ran away!
3. She sprinted to catch up with her family.
4. Ben warned his sister about grizzly bears.
5. Katie discovered all kinds of interesting objects.
6. Katie and Ben's father told them they could explore the woods.
7. Katie's mother flopped down to rest.
8. Their parents prepared a delicious dinner.
9. Katie sniffed the fresh mountain air.
10. She simply observed it quietly until it moved.

Interesting Verbs

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Uninteresting Verbs

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Li's Tangram Animals

A Reading A-Z Level O Leveled Reader

Word Count: 684




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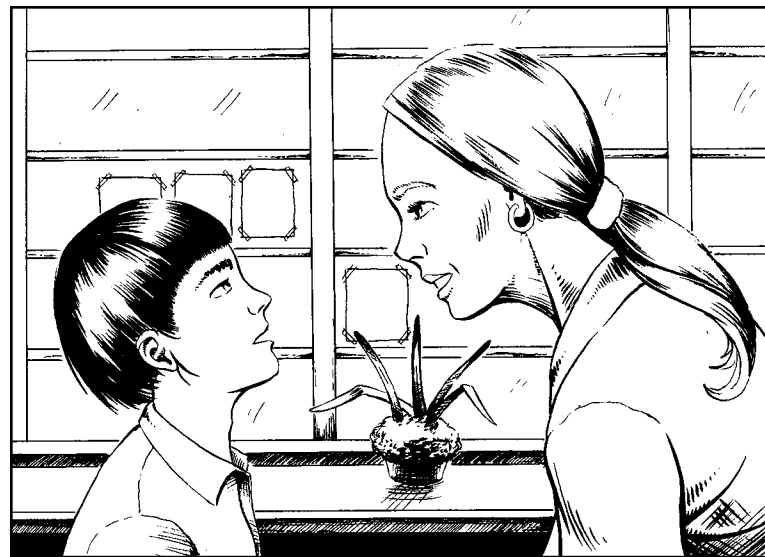
Correlation

LEVEL O	
Fountas & Pinnell	M
Reading Recovery	20
DRA	28



It was the first day of school, and Li stood alone, missing his home in **China**. Everywhere there was shouting and laughter in a **language** Li worked hard to understand.

When the bell rang, Li hung up his backpack and placed the gift his father had sent on his teacher's desk.



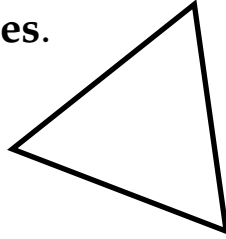
"We're so happy you're in our class, Li," said Miss Hess, opening her present. It was a **tangram puzzle** Li's father had made, along with tangram puzzle cards.

"What a lovely gift!" said Miss Hess. "Would you like to tell the children about the tangram puzzle?"

Li looked down at the floor.

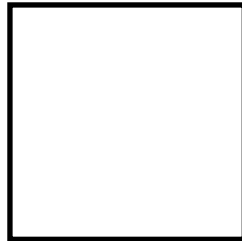
"That's okay, Li," said Miss Hess. "Josh, why don't you pick a shape from the puzzle and describe it to the class?"

Josh picked up the five **triangles**.
“This shape has three sides and
is called a triangle. There are
two small, one medium, and
two large triangles in the puzzle.”



Miss Hess held up another shape.
“What makes this one a **square**?”

Becka answered, “It has
four sides that are the
same length.”

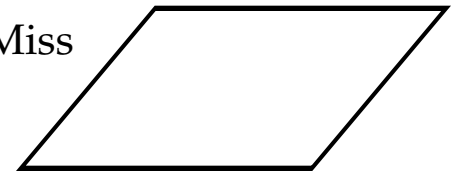


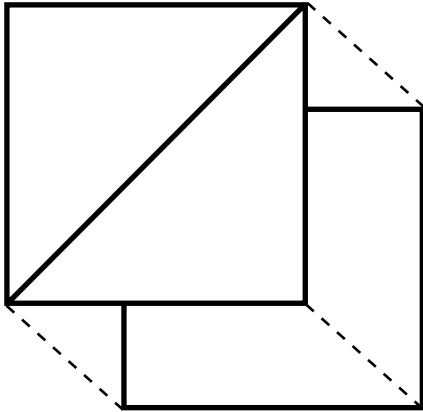
The last shape was trickier.

“This shape has two pairs of opposite
sides that are **parallel**. The word parallel
means two lines that run side by side
and are an equal distance
apart,” said Miss Hess.

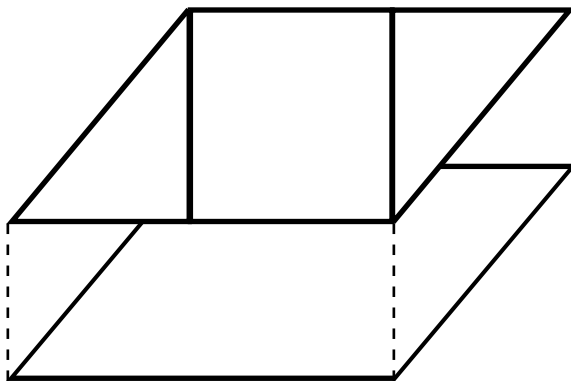
“Like railroad tracks?” asked Sam.

“That’s right,” said Miss
Hess. “It’s called a
parallelogram.”





Miss Hess put the tangram puzzle and the cards on a table next to Li's desk. During free time, Li watched as kids covered tangram pieces with other pieces. Two small triangles covered the square exactly. Two small triangles and a square covered the parallelogram.



One day, Miss Hess told the class they would be starting an animal science unit.

"I'll give you some **riddles**, and then you can guess the animals we're going to study," said Miss Hess.

"The first animal is a **symbol** of the United States. It is one of the largest birds of prey and its eyesight is excellent. Any guesses?" asked Miss Hess.

Li knew right away. Too shy to raise his hand, Li had an idea. He quickly looked through the tangram cards and arranged the puzzle. He showed Miss Hess as she passed his desk.

"How **clever**, Li!" said Miss Hess.

"You're right, the bald eagle will be the first animal we'll study."



"This second animal's skeleton is not made of bone but of **cartilage**. Most of these animals have four rows of teeth. They live in the ocean and their babies are called 'pups'," said Miss Hess.

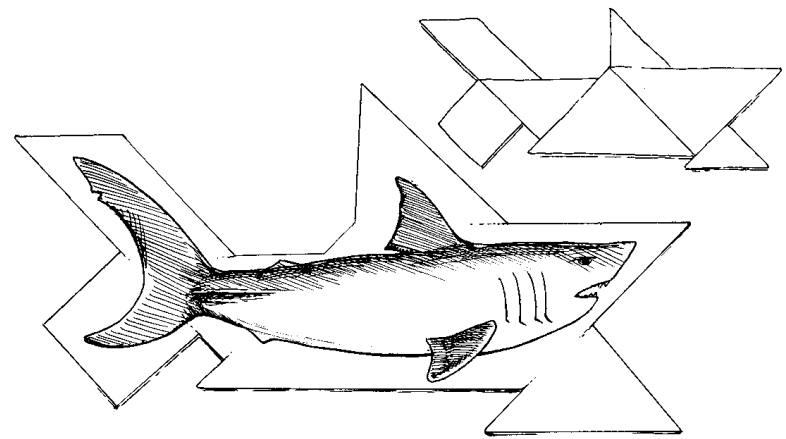
Sam guessed, "A walrus?"

"You're getting warm," teased Miss Hess.

Li searched through the cards again and arranged the tangram puzzle.

"Right again, Li!" said Miss Hess. "Can you tell the kids what you've made?"

"A shark," said Li proudly.





Miss Hess gave the class the last riddle.
“This animal lives in Australia. They need little water to survive. They are the largest **marsupial** mammals, and they use their big tails to steer and balance.”

Li didn’t recognize the word “marsupial,” but he thought he knew the answer.

He found the card, and this time, he showed it to Josh.

“Want to try?” Li asked.

Josh moved the tangram pieces into place.

“I’ve got it, Miss Hess!” he said.

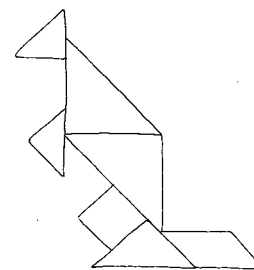
“Good job!” said Miss Hess.

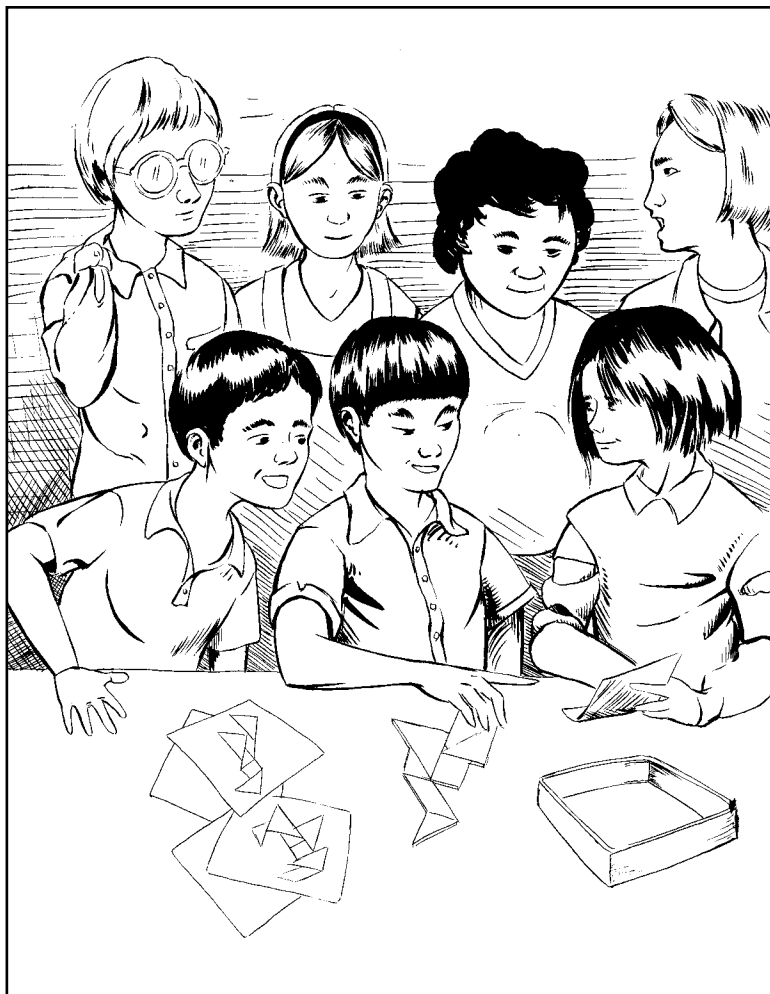
“Li, could you give the kids one more clue to the riddle so they can get it, too?”

Li’s heart pounded.
Would he get all the words right?

“This animal carries its baby in a . . . pouch?” said Li.

“It’s a KANGAROO!” said the class.





Just then, there was a clap of thunder and the rain poured down. During inside recess, Li showed the kids how to make other tangram animals like lions, giraffes, camels, and mountain goats.



A few weeks later, Li brought a **surprise** for the class. Miss Hess invited Li to share a riddle about it.

Li began, "Inside this box, there are puzzles that came from China, and each has seven pieces. Can you guess what they are?"

“Tangrams!” said the class.

“And there are enough for everyone,”
said Li proudly.

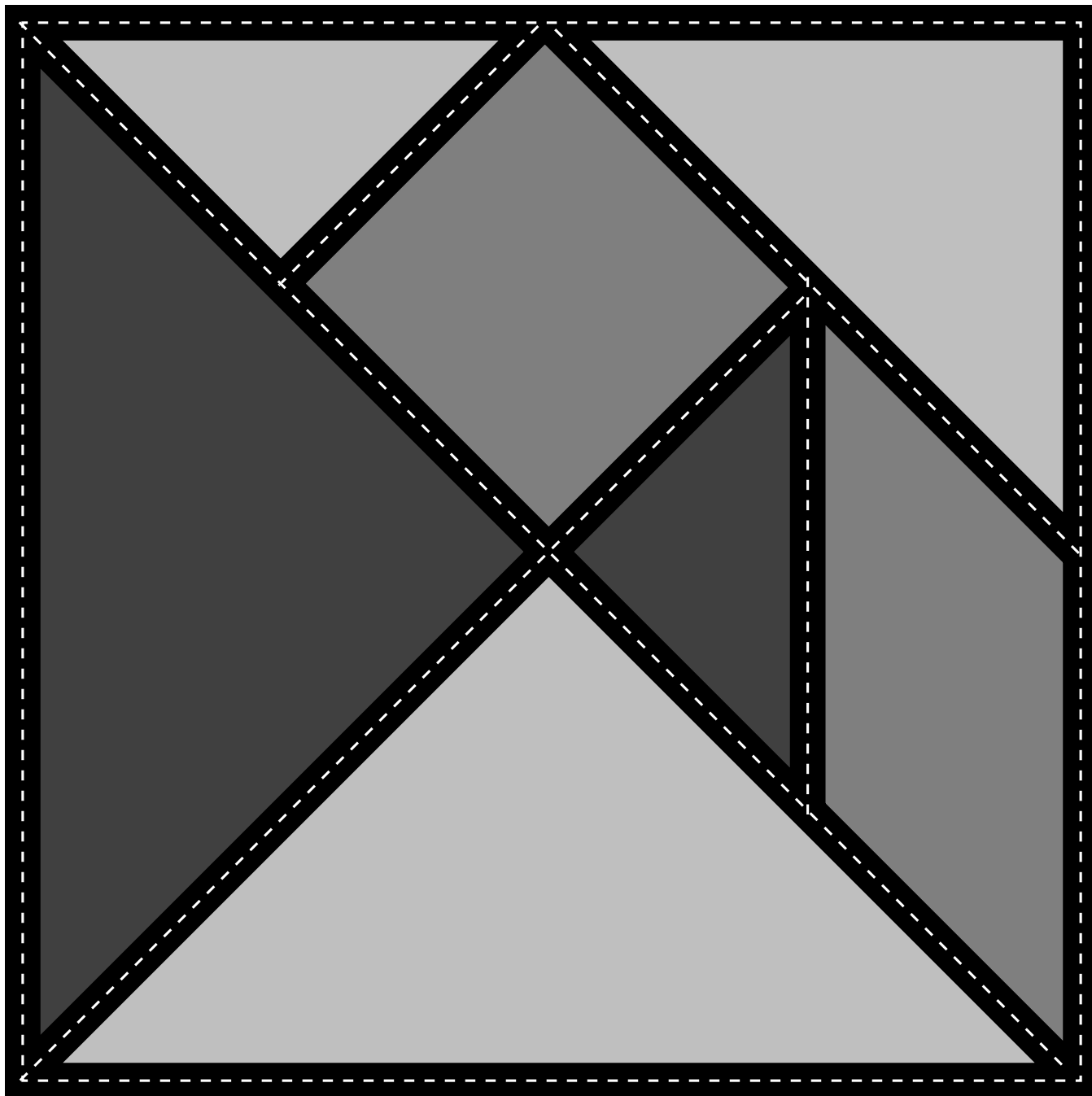


Glossary

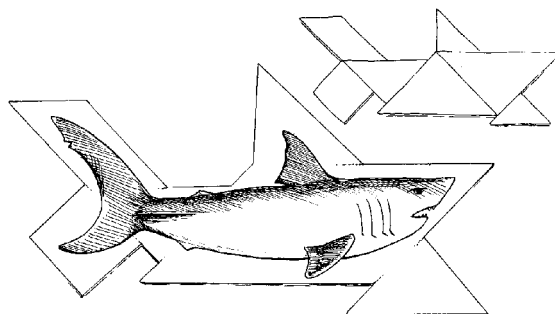
cartilage	elastic tissue that makes up the skeletons of some animals (p. 10)
China	an East Asian country (p. 3)
clever	having a quick mind (p. 9)
language	the words used and understood by a group of people to express ideas (p. 3)
marsupial	one of a type of mammal whose females' abdomens have pouches to carry babies (p. 11)
parallel	lying or moving in the same direction, and the same distance apart (p. 6)
parallelogram	a figure with four sides whose opposite sides are equal lengths and parallel (p. 6)
riddles	puzzles to be solved by guessing (p. 8)
square	a figure with four equal sides and four right angles (p. 5)
surprise	something unexpected (p. 14)
symbol	an object that stands for something else (p. 8)
tangram puzzle	a Chinese puzzle made up of a square cut into seven pieces, used to make figures (p. 4)
triangles	figures with three sides and three angles (p. 5)

Name _____

INSTRUCTIONS: Cut apart the shapes to make images of objects.



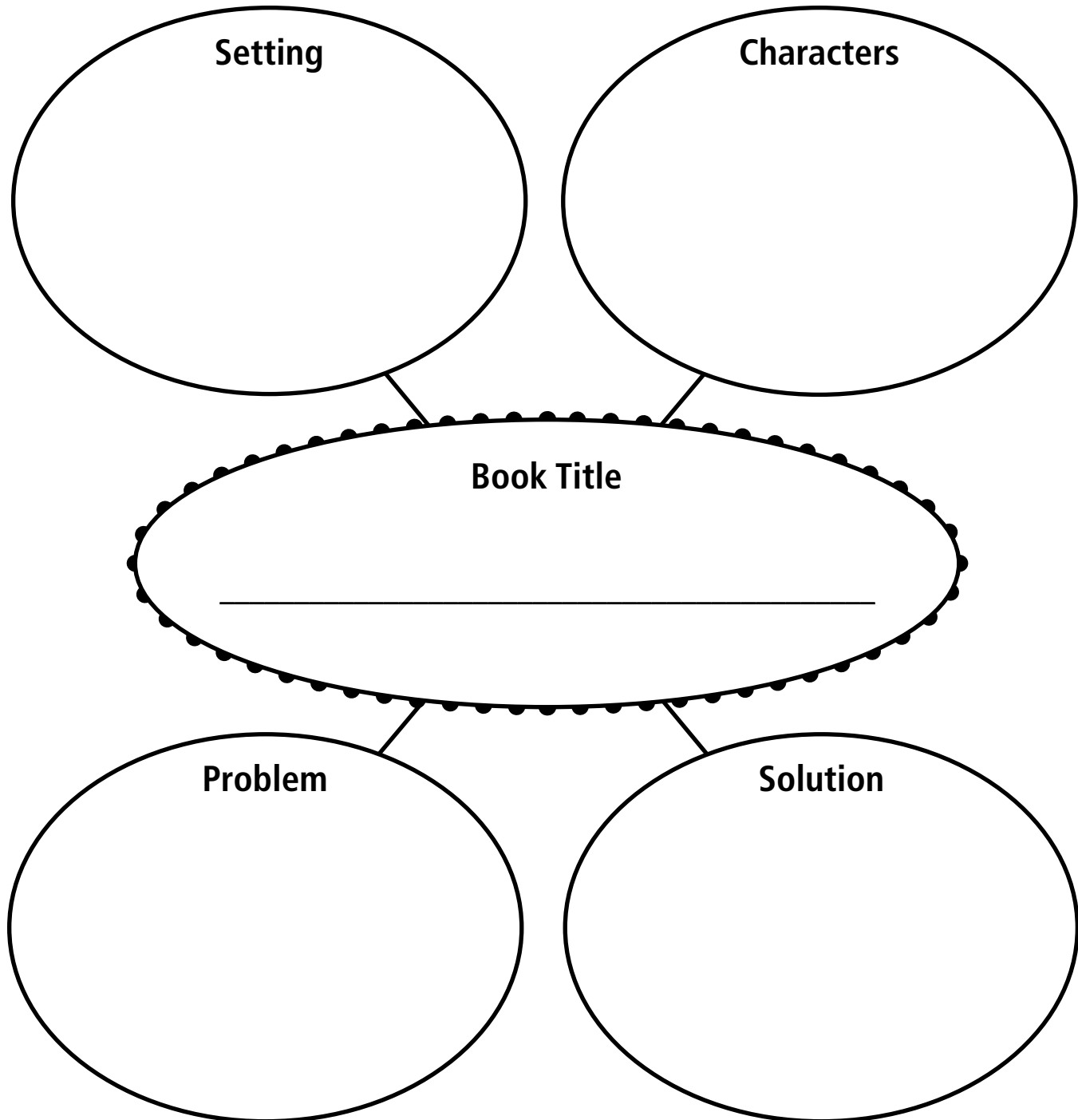
LI'S TANGRAM ANIMALS • LEVEL O • 1



TANGRAM

Name _____

INSTRUCTIONS: Write the story elements from *Li's Tangram Animals* in the correct boxes.



Setting

Characters

Book Title

Problem

Solution

Name _____

INSTRUCTIONS: Read each sentence and add the missing quotation marks.

1. Becka answered, It has four sides that are the same length.

2. Right again, Li! said Miss Hess.

3. Do you want to try? Li asked.

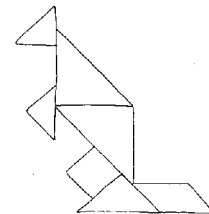
4. I've got it, Miss Hess! he said.

5. Li began, Inside this box, there are puzzles.

6. It's a kangaroo, replied the class.

7. Good job! exclaimed Miss Hess.

8. Will I get all the words right? Li wondered.

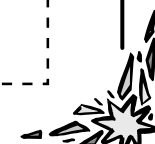


Name _____

INSTRUCTIONS: Read the words from *Li's Tangram Animals*. Have students cut apart the words and arrange them in alphabetical order.



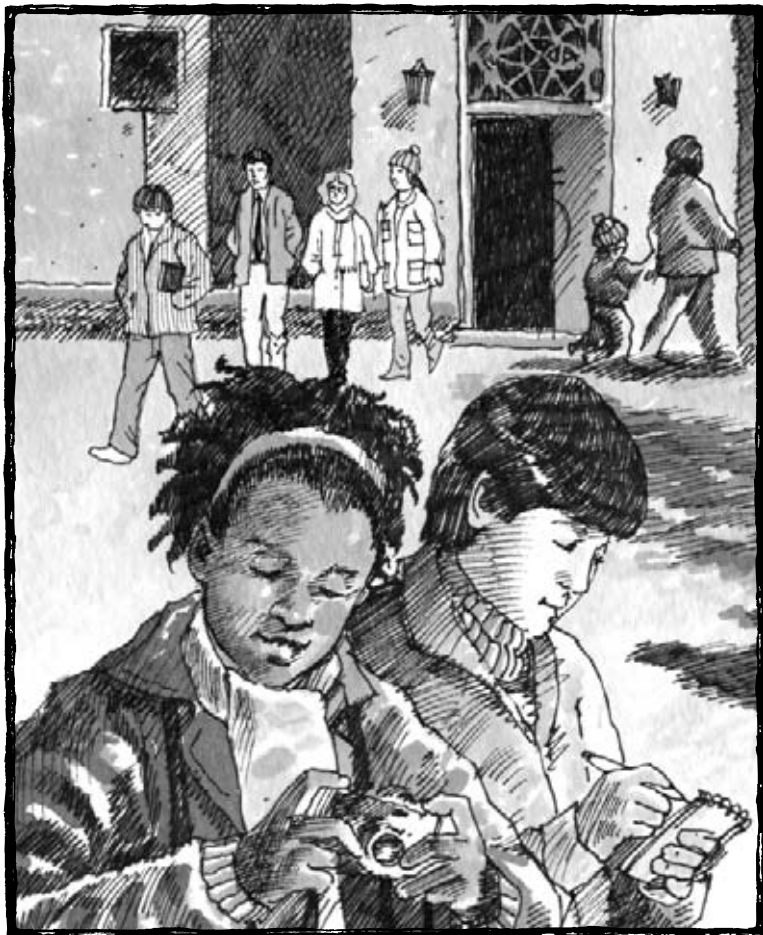
China	language	marsupial
square	parallel	clever
parallelogram	surprise	riddles
cartilage	symbol	triangles



The Shadow People

A Reading A-Z Level O Leveled Reader

Word Count: 874




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The Shadow People



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Illustrated by Stephen Marchesi

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Correlation

LEVEL O

Fountas & Pinnell	M
Reading Recovery	20
DRA	28



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On the Stone Steps

Lila made a penguin shadow puppet dance on the steps. She called out to Emma and Rob to come see, but they were too busy working on the group project. Lila's class was on a field trip at the zoo. Emma and Rob were in Lila's group. They had decided to do their report on penguins.

Emma was taking photographs of the birds, while Rob was writing down some information about them from a sign.

Lila was sitting on the stone steps next to the penguin area. She was trying to compose a poem about penguins but became **distracted** making penguin shadow puppets.

That's when Lila noticed another school group pass by. To her surprise, these children did not have shadows!



In the Reptile House

Lila knew a lot about shadows. She had studied light in science class. A shadow happens when something blocks sunlight. Trees cast shadows. People cast shadows. But these people did not. Why? Lila wanted to find out.

She followed the other school group into the reptile house. It was dark and creepy inside. Lila heard the voices of children but could not see anyone. It seemed the children from the other school had disappeared!





Lila fled the reptile house and went back to her spot on the stone steps. *How strange, she thought. Those people had no shadows, and then they disappeared into the dark.* She was about to tell Rob and Emma when she saw the strange school group walk out of the reptile house.

No one will believe me, thought Lila. She decided to keep her thoughts to herself. But she couldn't take her eyes off the strange group.

The Hypercube

"Hey, Lila," called Emma. "Are you done with your poem, yet?"

Lila quickly scribbled down a few lines and then leapt up to join her classmates. As she hurried toward them, she noticed something shiny on the ground.

Lila picked up the shiny object. It was a **pendant** on a chain. The pendant was a peculiar shape. She had never seen anything like it before.

"Wow," said Rob. He was standing next to Lila looking at the pendant. "That's cool!"





"It's a **hypercube**," added Emma.

"What's a hypercube?" asked Lila.

"A hypercube is a four-**dimensional** object," said Emma.

"But I thought there were only three dimensions of space," said Lila.

"There are on our planet, but some people think there may be other worlds with more than three. We typically can't see things that have four dimensions. The hypercube should be **invisible** to us."



Whisked Away

Just then a voice said, "Thank you," and the pendant was **whisked** from Lila's hand. Lila saw one of the boys from the strange school group running away from her.

"Wait!" Lila chased after him. She caught up to the boy and saw that his nametag said "Chad." He looked lost.

"Where are your classmates?" Lila asked him.

"I don't know," Chad said sadly. "I think they left without me."

Lila had an idea. She agreed to help, if Chad would explain why he didn't cast a shadow and how she could see the hypercube.

Chad said that what Lila saw was not his body but his shadow. Emma was right. Chad and the others in his group were four-dimensional **beings**. "Four-dimensional beings are invisible in three-dimensional space. But if the conditions are right, as they are today, 4-D people cast a 3-D shadow. The shadow appears as three-dimensional as you are," Chad said.

Lila wanted to know more about life in the fourth dimension, but she had agreed to help Chad find his classmates. Her questions would have to wait.

"Please don't tell anyone about me," Chad begged.

Lila agreed to keep his 4-D secret.

Emma and Rob finally caught up to Lila and Chad. "Hey, Lila, why did you run off?" asked Rob.

"Do you know where the lost and found is?" Lila asked back.

Emma pointed to a big building. Lila thanked Emma and took Chad there.



Inside, Lila told the woman at the front desk that Chad was separated from his group.

"All groups must **register** with the office when they arrive," explained the woman. She looked through some papers. "Here it is," she said, holding up a piece of paper. "I'll make an announcement for Chad's teacher to come pick him up."

A moment later, Chad's teacher appeared. He took Chad by the hand, and they left quickly. Chad turned, and Lila waved goodbye. She never did get to ask the questions she had.



Lila went back to the stone steps and finished her penguin poem. She wanted to tell Emma and Rob about Chad and the four-dimensional people, but she knew they wouldn't believe her. Lila began wondering whether she had **imagined** the whole thing.

Then she realized she had Chad's pendant in her pocket. Chad must have slipped it in there as a reminder of him.

“Are you done with your poem?” asked Rob, who was standing with Emma.

“Yes, ready to go.”

“Then, let’s present our penguin report to the class,” said Emma.

The three walked toward the reptile house. Lila secretly pulled out the hypercube from her pocket and held it up to the sunlight, wondering whether the 4-D object had special **properties** in her 3-D world.



Glossary

beings	living creatures (p. 11)
dimensional	having dimensions, including length, width, height, and sometimes space (p. 9)
distracted	not paying attention to a task (p. 4)
hypercube	a four-dimensional object made of lines all the same length and all right angles (p. 9)
imagined	thought something that only happened in your mind (p. 14)
invisible	something that cannot be seen (p. 9)
pendant	a piece of jewelry that hangs from a necklace (p. 8)
properties	features or qualities (p. 15)
register	to enter information for an official record (p. 13)
whisked	quickly taken away (p. 10)

Name _____

Instructions: Cut out the words along the bottom of the worksheet. Before reading the book, place each word card in the column in which it belongs. After reading, rearrange the cards to show your new understanding of each word.

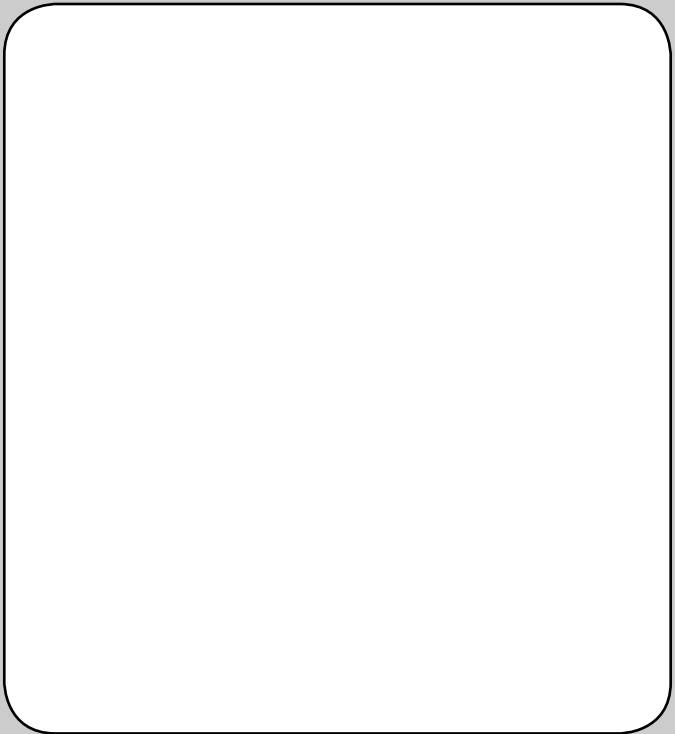
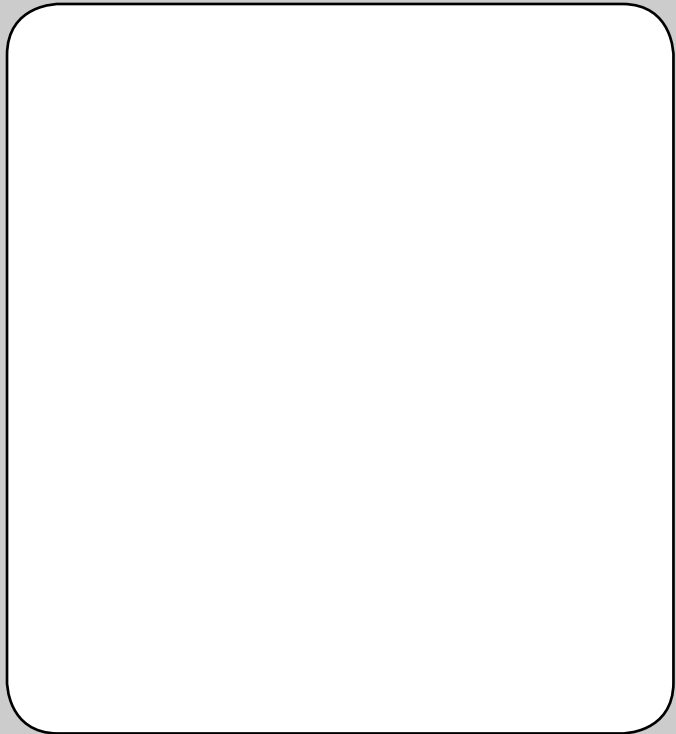
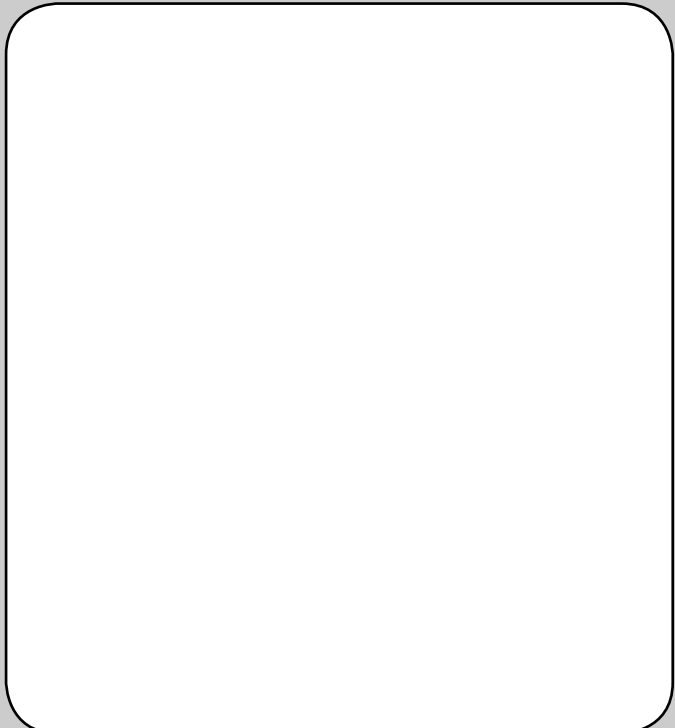
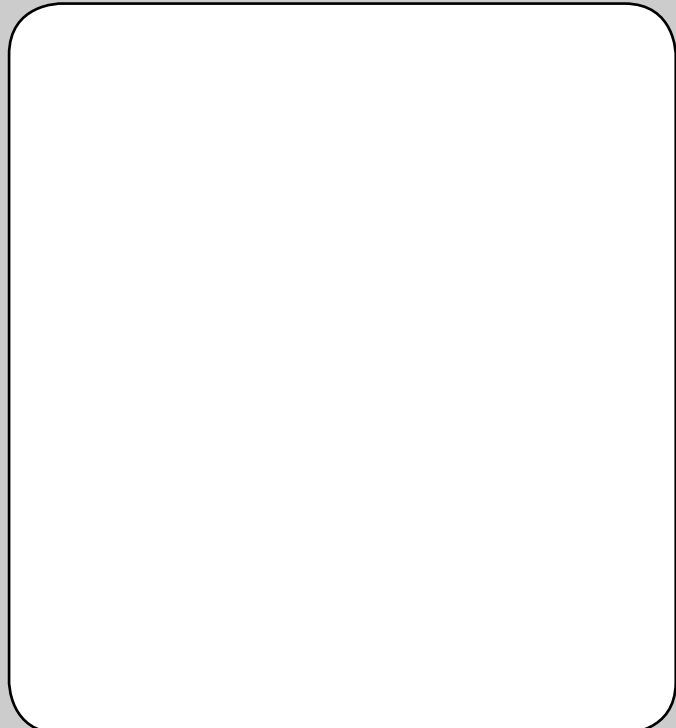
I know the word	I think I know the word	I do not know the word

being	dimensional	distracted	hypercube	imagined
invisible	pendant	properties	register	typically



Name _____

Instructions: Use the boxes below to draw sketches of what you “see” in your mind while reading each chapter. Share your sketches with the group.

“On the Stone Steps”	“In the Reptile House”
	
“The Hypercube”	“Whisked Away”
	

Name _____

Instructions: Read the pronouns in the word box. Then read each sentence. Replace the underlined word or words in each sentence with a pronoun from the word box. Write the new sentence on the line under the sentence.

she	he
I	it
we	they



1. Lila was sitting on the stone steps next to the penguin area.

2. The children did not have shadows!

3. The pendant was a peculiar shape.

4. Chad said that what Lila saw was not his body but his shadow.

5. The students and I left quickly.

6. Emma and Rob were in Lila's group.

A Dog's Tale

A Reading A-Z Level O Leveled Reader

Word Count: 687




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Correlation

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Best Friends

Once, a long time ago, cats and dogs were best friends. They lived together in small communities in perfect harmony. They worked together to get food and had fun playing with each other. They also kept each other warm during cold winter nights.

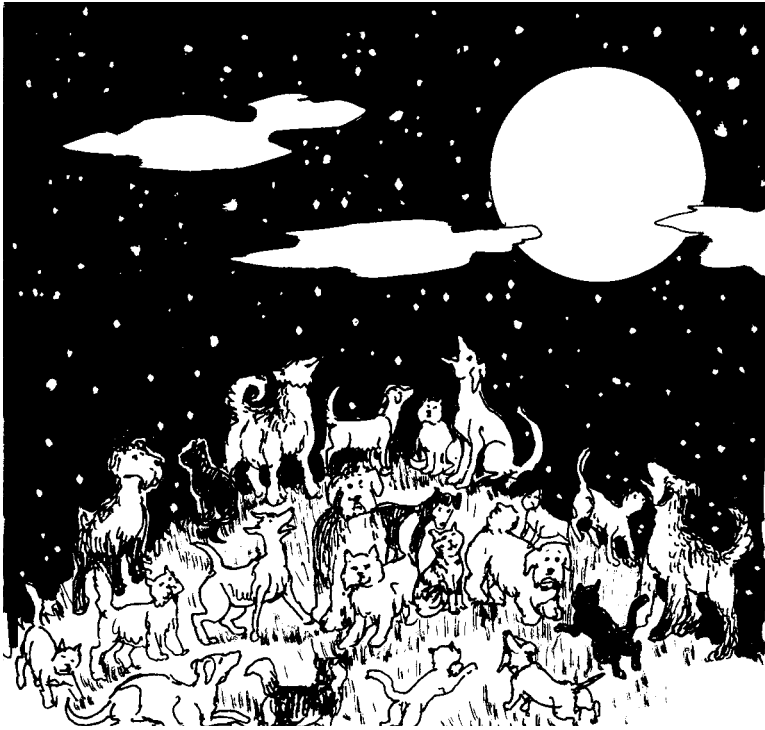


When cats and dogs were friends, they helped each other in times of need. One time a cat at a riverbank was trying to catch a fish for lunch. All of a sudden, SPLASH! The cat fell into the water. As soon as the cat said "meow," a big, friendly dog jumped into the river and rescued the cat.



Another time, a dog was trying to catch a mouse. No matter how hard the dog tried, the mouse **managed** to stay ahead. The dog asked a cat for help. As soon as the dog said "woof woof," a cat came to help. Cats and dogs made a great team!





Spring Party

One year, the days started becoming warmer and longer. A cat decided to throw a big party to celebrate the arrival of spring. This cat invited all of its friends—cats and dogs—to the big celebration. Hundreds of cats and dogs gathered at the top of a hill under a full moon.



The cats and dogs were happy and ready to eat, dance, and enjoy the party. There was food and music, and everyone was in a great mood. Out of nowhere, just before the dancing began, a storm cloud covered the moon. Then it started to rain.



Someone suggested that they move the party to a barn near the hill. Wet and muddy cats and dogs soon arrived at the small barn. The dogs thought it would be a good idea to take off their muddy tails instead of bringing them inside the barn. All the dogs, big and small, left their tails by the door. They left the tails organized by size so it would be easier for each dog to find its own tail at the end of the party.



🐾 A Bad Joke 🐾

The dogs were enjoying themselves when a group of **mischievous** young cats decided to play a joke on them. Without thinking about the **consequences**, the cats decided it would be funny to change the dogs' tails around. They mixed up all the dogs' tails, putting big tails next to small ones, long-haired tails where short-haired tails were, and so on. Each of the tails ended up in a different place from where its owner had left it.



Inside the barn, the mood of the guests started to change. The storm seemed to put the cats and dogs in a bad frame of mind. A few cats started complaining, grumbling, and shooting mean looks at the dogs. This made the dogs feel uncomfortable, and before long they began complaining and growling, too.



The Fight

As the **tension** grew, the cats grouped together, and the dogs did just the same. One group started insulting the other group, and the other group **responded** with more insults.



A bolt of lightning crashed through the stormy sky. The hair on the cats' backs rose, and the dogs **bared** their teeth. When the cats began to show their claws, one tiny, scared dog shouted, "Let's get out of here now!" All the dogs fled the barn in a hurry, with the angry cats chasing them. As the dogs passed by the door, they each grabbed a tail without looking at it and kept on running.



The dogs ran as fast as they could until no cats were in sight. Once they had caught their breath, the dogs all tried to put on the tail they had grabbed. At that point, they discovered a problem. All the dogs had grabbed the wrong tail. They tried in **vain** to find their own tails. Unfortunately, some big dogs ended up with small tails, and some small dogs ended up with huge tails. None of the dogs had their own tail.



To this day, the dogs haven't forgotten what happened with the cats that night. For that reason, we always see dogs chasing cats, seeking **revenge** for the night their tails were switched.



Glossary

bared	showed; uncovered (p. 13)
consequences	the results of an action (p. 10)
managed	was able to (p. 6)
mischievous	liking to cause trouble in a playful way (p. 10)
responded	said something in reply (p. 12)
revenge	to want to punish someone to get back at the person for a hurt or injury (p. 15)
tension	nervousness or other unpleasant feelings caused by disagreement (p. 12)
vain	without success (p. 14)



Name _____

Instructions: As you read, list causes in the left-hand column and their effect in the right-hand column.

 Cause	Effect 

Name _____

Instructions: Reread the last chapter, "The Fight." Identify and write the important information from the chapter in the *Who*, *What*, *When*, *Where*, and *Why* boxes. Then use the information to create a summary of the chapter in the *Summary* box.

Who	What	
When	Where	Why
Summary		

Name _____

Instructions: Read the sentences below. Circle all of the adjectives and underline the nouns or pronouns that they describe. On the lines below each sentence, write whether the adjectives tell *which one*, *how many*, or *what kind*. Then write two sentences of your own using adjectives. Circle the adjectives and underline the nouns or pronouns in each sentence.

1. They kept each other warm during cold winter nights.

2. The days started becoming warmer and longer.

3. Hundreds of cats and dogs gathered under a full moon.

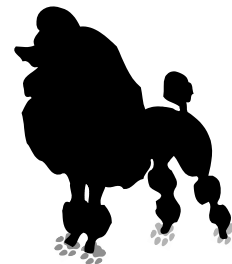
4. All the dogs, big and small, left their tails by the door.

5. A group of mischievous young cats decided to play a joke on them. _____

6. One group started insulting the other group.

7. The dogs fled the barn, with the angry cats chasing them.

8. None of the dogs had their own tail.



My Sentences:

1. _____

2. _____

Name _____

Instructions: Use the dictionary to identify the definition of each word in the homophone pair. Write the definition on the line under the heading *Definition*. Then use the definitions to write one sentence that includes both words in the homophone pair. You may add suffixes such as *-ed*, *-s*, or *-ing* to the homophones to make them work in the sentence.

Word	Definition	Sentence
brake		_____

break		_____

desert		_____

dessert		_____

hair		_____

hare		_____

mail		_____

male		_____

Pepper: The King of Spices

A Reading A-Z Level O Leveled Reader

Word Count: 1,198




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Introduction

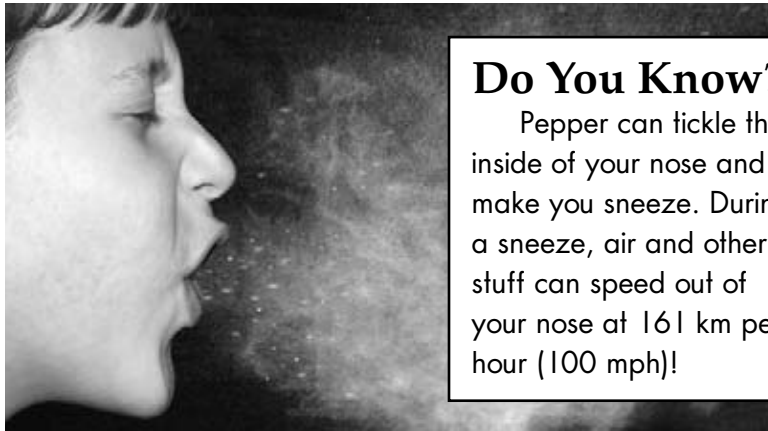
*What is black and wrinkled like a tiny raisin?
What has sent men sailing across the ocean
and was once used as money?*

It's pepper! You may have seen pepper in a shaker. You may have sprinkled it on your food. But do you know what it is? Do you know where it comes from?

The pepper you eat comes from a dried-up berry called a **peppercorn**. If you have ever seen a peppercorn, you might have thought it was a pebble. But it is not. It is a berry that grows on a vine. People use the whole peppercorn or crush it into tiny pieces. They use it to add **flavor** to food. Plant parts that are used to flavor food are called **spices**.



Peppercorns



Do You Know?

Pepper can tickle the inside of your nose and make you sneeze. During a sneeze, air and other stuff can speed out of your nose at 161 km per hour (100 mph)!

Pepper is a spice with a very strong flavor. People use it on meat and vegetables. You can mix it with other flavors to make plain foods taste better.

Eating too much pepper can be bad for you. If you eat plain pepper, your tongue will feel like it is on fire. You might even feel hot inside. Some people can get sick if they eat too much pepper.

Pepper is known as the King of Spices. This is because it is used more than any other spice in the world. As you read, you will find out that pepper was once even used as money!

How Pepper Grows

The pepper plant grows as a long vine. The vines often wrap around a tree. Groups of round berries hang down from the vines. Each group can have 30 to 70 berries.



Picking fresh peppercorns

When the berries dry out, they turn black and hard. They become wrinkled like a raisin. The dry berries are called peppercorns. Each peppercorn is smaller than a pea.



pepper grinder

Usually, people do not eat whole peppercorns. Instead, they use the type of pepper you see in a shaker. People use tools to **grind** peppercorns into tiny flakes. This makes pepper easier to eat.

Where Pepper Grows

The pepper plant needs a lot of water to grow. This is why it is found in places that get a lot of summer rain. To dry out the berries, farmers also need a place with a warm, sunny autumn. By winter, the peppercorns can be used as a spice.

One good place to grow pepper is the southwestern part of India. The weather is perfect for growing pepper vines. Farmers have grown pepper in India for thousands of years. The people of India used pepper to trade for things they wanted or needed.



In the 1400s, a lot of the world's pepper came from southwestern India.

A Popular Spice

Pepper has been used in many ways. Long ago, people used it to make meat taste better. Some people thought eating pepper could help them when they got sick. They also used it to make their homes smell good.

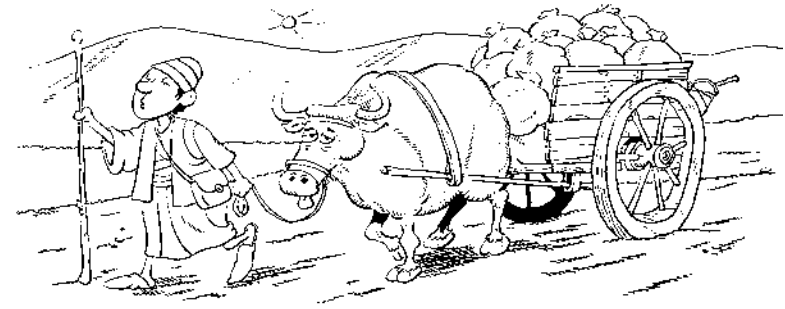
One place where pepper is popular is Europe. Hundreds of years ago, it was very hard to get this spice there. It did not grow in Europe, but many people still wanted it. There was a very small **supply** of pepper but a big **demand** for it. This meant that people who had pepper could sell it for a high price.

Peppercorns were in such demand that they were sometimes used as money. People might get paid in peppercorns. They could use their peppercorns to buy things they needed. They could even pay their rent with peppercorns!



People could also **trade** peppercorns for other food. In Rome, a person could trade one pound of pepper for 40 pounds of wheat!

In Greece, pepper cost so much that most people could not afford to buy it. If a poor person had pepper, leaders might have thought it was stolen. Sometimes poor people were punished just for having pepper. It was clearly a spice only the rich could afford.



A Long, Expensive Journey

In the 1400s, people in Europe got a lot of their pepper from India. It grows in other places too, but those places are even farther from Europe than India. To get pepper to Europe from so far away, people had to pay others to bring it to them. In the 1400s, it took over a year to get pepper from India to Europe. There were no planes, trains, or trucks back then.

The peppercorns had to travel in carts or on the backs of animals, and sometimes by boat. As bags of peppercorns were moved from place to place, its price went up. Each worker had to be paid.

Watch the
coins below
as the price of
pepper rises.



First, the pepper berries had to be picked in India. Farmers gathered them in large bags or baskets. Then they put them on big blankets to dry in the sunlight.

All the farmers had to be paid.



Workers loaded the peppercorns onto wagons, and the **journey** began. Strong animals pulled the wagons to a river.

Bags of pepper were loaded onto boats. Then the boats took the pepper down a river to the shore. All the wagon and boat workers had to be paid.



Now the pepper was ready to cross the ocean. It was loaded onto larger boats that sailed from India to Africa.

The boat workers and the captains had to be paid.



When the pepper arrived in Africa, it had to move over land. A strong buffalo or camel carried it. The pepper was taken down the Nile River on a wide boat. The boat workers and the people who led the animals all had to be paid.



The load of spice had to cross the sea between Africa and Europe. So it was put onto one last boat. It could be sent to Greece, France, or many other countries. All the boat workers had to be paid.



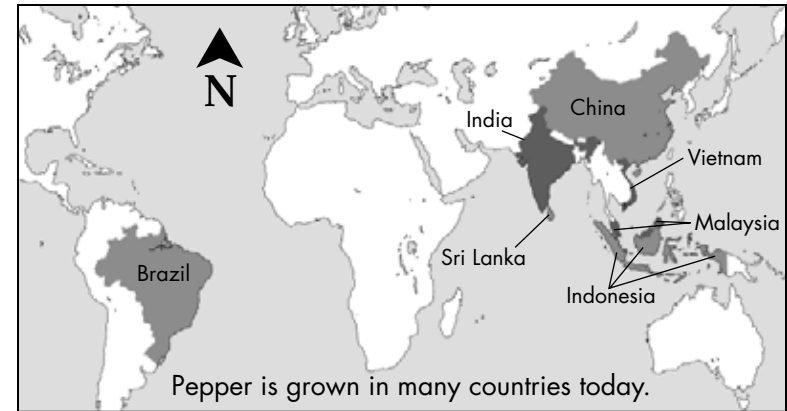
When the boat reached Europe, the journey was almost complete. The pepper was carried over land by carts. All the drivers had to be paid. At last, it was sold at a high price. This helped pay everyone who worked to get it to Europe.



Kings and queens in Europe paid their own **explorers** to find new ways to bring back spices and other riches. Explorers were able to sail from Europe all the way to India and back. This was cheaper than bringing it over land.



Queen Isabella of Spain (left) paid Christopher Columbus (right) to find ways to bring back riches from around the world.



Pepper Today

Pepper is used around the world today. But it is much, much cheaper now. You can buy it in a store with just a few coins. Many places even give it away for free. Imagine how a king from 600 years ago would feel if he saw free pepper!

Why is pepper cheaper today? Now there is enough supply to meet the demand. Also, people can ship peppercorns around the world in just a few hours. People use fast ships, trains, trucks, and even airplanes to quickly get pepper to those who want it.

Thinking Critically

Today, as in the 1400s, people use pepper more than any other spice. Do you think pepper will always be the King of Spices?

The pepper that comes out of your shaker is just like the pepper 2000 years ago. It tastes the same. It still grows in India and in rainy parts of the world.

So the next time you grind pepper on your food, imagine you are a king or queen. Think of what you could have bought in the 1400s with a whole shaker full of the King of Spices. It was like sprinkling your food with little bits of gold!



Glossary

demand (<i>n.</i>)	how much people want a certain thing (p. 8)
explorers (<i>n.</i>)	people who are paid to visit new places and learn about them (p. 13)
flavor (<i>n.</i>)	the taste of a food or drink (p. 4)
grind (<i>v.</i>)	to crush something into little pieces or powder (p. 6)
journey (<i>n.</i>)	a long trip (p. 11)
peppercorn (<i>n.</i>)	the dried berry of a vine plant used to make the spice known as pepper (p. 4)
spices (<i>n.</i>)	a plant part used to give flavor to a food (p. 4)
supply (<i>n.</i>)	the amount of something people have (p. 8)
trade (<i>v.</i>)	to give one thing and get something else for it (p. 9)



Name _____

Instructions: As you read, identify the main idea and supporting details for one of the sections in the book *Pepper: King of Spices*. Write the information on the lines provided below. Then use the information you've collected to write a short summary of the section.

Main Idea

Details

Summary



Name _____

Instructions: Identify and circle the adjective(s) in each sentence. Then, identify and underline all of the nouns the adjectives described.

1. Dried pepper berries look like tiny wrinkled raisins.

2. People use the whole peppercorn or crush it into tiny pieces.



3. Pepper is a spice with a strong flavor.

4. The pepper plant needs a lot of water to grow.

5. One good place to grow pepper is India.

6. There was a very small supply of pepper but a big demand for it.

7. If a poor person had pepper, leaders might have thought it was stolen.

8. Kings and queens in Europe did not want to pay the high prices for pepper.



Name _____

Instructions: Authors often use similes (comparing one thing to another) to help readers create more vivid mental images. Draw a sketch for each simile in the story. Then write and draw your own simile on the back of this worksheet. Remember to use the words *like* or *as*.

Simile	Visualization (picture in your mind)
Pepper berries grow on vines like groups of grapes.	
When the peppercorns are dried out, they are as black as midnight.	
Without pepper, meat can taste as plain as cardboard.	

Salt Rocks!

A Reading A-Z Level O Leveled Reader

Word Count: 938




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Salt Rocks!



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Fountas & Pinnell	M
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DRA	28



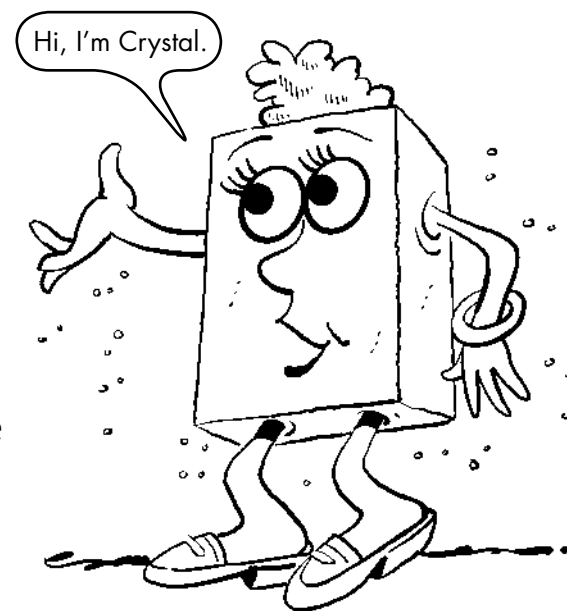
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Take It with a Grain of Salt

If your friends told you to eat rocks, would you? Perhaps you would take what they say *with a grain of salt*. This means that you should not trust that everything you hear is true.

When you eat salt, you actually are eating a rock. Well, it's a **mineral** to be more exact. It comes in little **crystals**. Hey, my name is Crystal, too!



It may surprise you to learn just how important this little white mineral can be. Well, you're about to read a whole book on it.

First of all, there is salt in your body right now. In fact, without salt you would die!

People and animals need salt to live.

Your body uses salt to make your muscles move and to help your blood flow. Salt also



helps you make good use of the food you eat and controls the water inside you. It even keeps your heart beating. If you have too little salt in you, you may feel tired or dizzy.

But putting too much salt inside you can make you sick. Over many years, too much salt can make your heart and other parts of your body weak.



Do You Know?

The average American eats 15 lbs (6.8 kg) of salt per year —the weight of a heavy bowling ball.

Many foods already have a lot of salt in them. But sometimes people add more salt for **seasoning**. Salt is not known as a spice, because it does not come from a plant. But salt and spices both add flavor to food.

Sodium is another word for salt. One little spoonful of salt has as much sodium as your body needs for a whole day. The label on a food or drink package tells you how much sodium it has. If there is a lot of salt, there will be a lot of sodium. A lot of people try to eat foods low in sodium. They know that too much of it can be harmful. You may have seen foods marked *low in sodium*.

Don't Rub Salt in the Wound

Salt can do much more than make food taste better. A common use is to keep food from spoiling. Long ago, there were no refrigerators or cans to keep food fresh. So people put salt on meat and soaked vegetables in salt water. It helped them **preserve** the food so they could eat it later.

But be aware! Salt is not a magic tool.

Once a food spoils, salt will not make it safe to eat again.



Salt Sayings

Suppose you fell off your bike and scraped your knee. It would feel even worse if you put salt on the wound. Ouch! So what does the saying *don't rub salt in the wound* mean? If someone feels bad already, do not do something to make it worse.

Would you put salt in your milk?
Probably not. People once tried to keep milk from going bad by adding salt to it. Yuck! This did not work very well. But sometimes we can learn from a mistake. Instead of preserving milk, they invented cheese!

Which of these are other ways people have used salt?

- treat illness
- put out fires
- clean fish tanks
- kill weeds
- treat bites and stings
- make glass
- wash clothes
- treat poison ivy
- clean chimneys
- make leather



Answer: all of them!

Mummies and Fast Cars!

About 3,000 years ago in Egypt, people hoped to live on after death. So when someone died, workers dried out the body by rubbing it with salt. Then they wrapped up the body and buried it. This preserved the body. People believed this would let their loved one rest in peace forever. We call these wrapped-up bodies "**mummies**."

Another amazing use of salt involves super-fast cars. Some deserts have very large, flat areas called salt flats. The ground was once the bottom of a salty sea. The land is very smooth because salt grains cover the ground. The salt also keeps plants from growing there. A jet car once went 763 miles (1,228 km) per hour on a salt flat in Nevada. That is faster than many airplanes!



Salt of the Earth

Salt is a natural material called *sodium chloride*. It is found all over the world and comes in little, clear crystals called **grains**. In nature, large groups of salt grains stick together and form rocks. Rocks of salt are often white, like the salt you eat. But I bet you didn't know that salt rocks can also be brown, orange, or even pink!

Salt Sayings

The saying *salt of the earth* describes people who are the best of their kind. It means a person you can rely on. Comparing someone to salt is a compliment. It proves how important salt is to people.

Back to the Salt Mines

Salt is found all over the world. It can be found in the sea and on the land. But it is hard to get the salt from these places.

Much of the salt in the world is **dissolved** in ocean water. To get the salt out, people in the past heated large pots of salt water over fires. Others filled ponds with ocean water. The heat from the fire or the Sun made the water **evaporate**. The salt crystals stayed behind.

Try This!

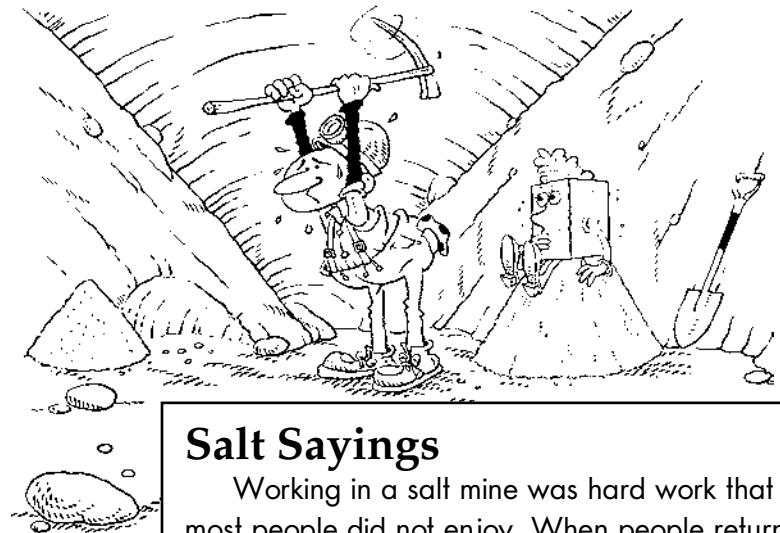
Mix some salt into warm water and stir it. Pour a little salt water into a small, clear dish. Set it in a sunny spot for a day or more, until all the water is gone. Use a hand lens to look at what is left behind.



Sea salt harvest in France

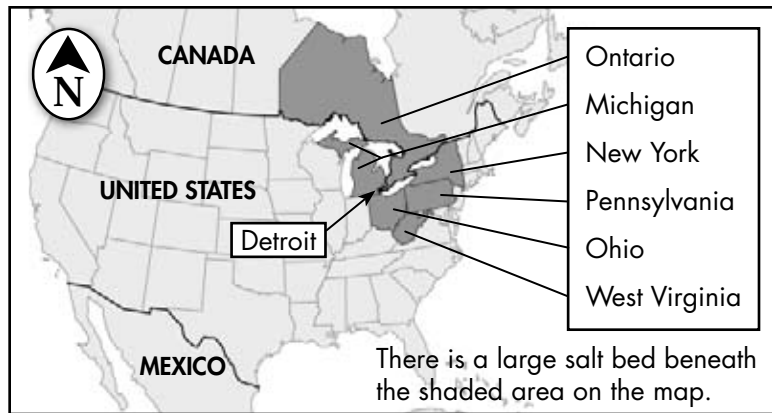
People do not only get salt from the oceans. There are a few places in the world where rocks of white salt lay right on the ground. You could pick one up, crush it, and sprinkle it right onto a bowl of popcorn. But these places are rare.

Most salt on land is buried deep under ground. When people found salt buried under ground, they dug it out and used it. If there was a lot of salt and it was deep, workers would dig a **mine**.



Salt Sayings

Working in a salt mine was hard work that most people did not enjoy. When people return to work today, even at a job they like, they may say that they are going *back to the salt mines*.



People living in Germany hundreds of years ago built a salt mine inside their mountains. Men broke off large rocks of salt with strong tools. They used animals to haul it out to the villages. Giant wooden slides brought workers down into the mine and helped pull out the heavy salt rocks.

Today, there is a huge salt bed beneath part of the United States and Canada. One of the biggest salt mines in the world is under the city of Detroit, Michigan. There are about 50 miles of underground roads made of salt! The salt mine is as deep as the height of a tall building.

Are You Worth Your Salt?

Salt was hard to get in most places 2,000 years ago. It was very expensive and had to be kept locked up. Salt was so special that some people were paid with salt instead of money!

Today, salt is very cheap and easy to find. Many places give it away for free. You see it on the table at most restaurants.

Salt Sayings

Roman soldiers were sometimes paid in salt. If a soldier didn't do a good job, people might say that he wasn't worth *his salt*. In fact, the word *salary* comes from the name for the salt payments—*salarium*. How would you like to be paid in salt?





A salt truck spreading salt on an icy road

Much of the salt used today is not used with food. Salt makes it harder for water to freeze. So we put over half the salt that comes from mines onto icy roads and sidewalks. This helps keep cars from crashing and people from slipping. Imagine a visitor from 2,000 years ago seeing a huge truck just dumping precious salt on a road!

Be happy you live in a time when salt is easy to find. Your body needs salt to live—that's *crystal* clear. You do not have to take that fact with a grain of salt.

Glossary

crystals (<i>n.</i>)	minerals formed in regular, tight patterns (p. 4)
dissolved (<i>adj.</i>)	completely mixed into a liquid (p. 11)
evaporate (<i>v.</i>)	to change from liquid to gas (p. 11)
grains (<i>n.</i>)	small, hard particles (p. 10)
mine (<i>n.</i>)	a place where minerals are taken from the ground by digging or blasting (p. 12)
mineral (<i>n.</i>)	a solid, natural material that does not come from a plant or animal (p. 4)
mummies (<i>n.</i>)	dead bodies preserved for life after death (p. 9)
preserve (<i>v.</i>)	to keep something from spoiling (p. 7)
seasoning (<i>n.</i>)	something put on foods to add flavor (p. 6)
sodium (<i>n.</i>)	a soft metal found in salt (p. 6)

Name _____

Instructions: Write each vocabulary word and definition from the glossary on a card. Then cut out the cards and spread them face down on the table. Play Concentration to match the words with their definitions.



Name _____

Instructions: As you read, list causes in the left-hand column and their effect in the right-hand column.

Cause	Effect

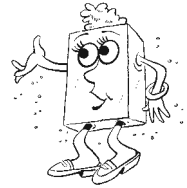
Name _____

Instructions: Reread the section, "Are You Worth Your Salt?." Identify and write the important information from the section in the *Who*, *What*, *When*, *Where*, and *Why* boxes. Then use the information to create a summary of the section in the *Summary* box.



Who

What



When

Where

Why

Summary

Name _____

Instructions: Read each sentence. Write the correct punctuation at the end of each sentence. Then write your own sentences using periods, question marks, and exclamation marks on the lines provided.

1. Sodium is another word for salt _____
2. I bet you didn't know that salt rocks can be brown,
or even pink _____
3. Would you put salt in your milk _____
4. Pour a little salt water into a small dish _____
5. Instead of preserving milk, they invented cheese _____
6. Be happy you live in a time when salt is easy to find _____

1. _____

2. _____

3. _____



You're a Jellyfish!

A Reading A-Z Level O Leveled Reader

Word Count: 718




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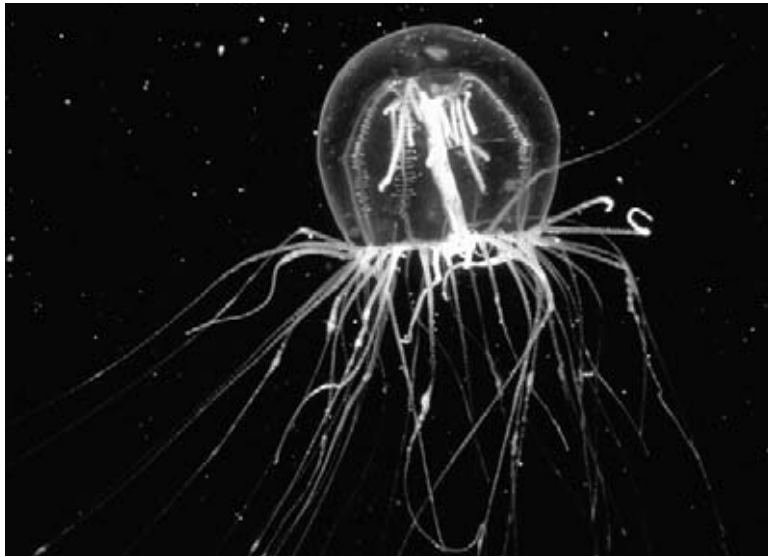


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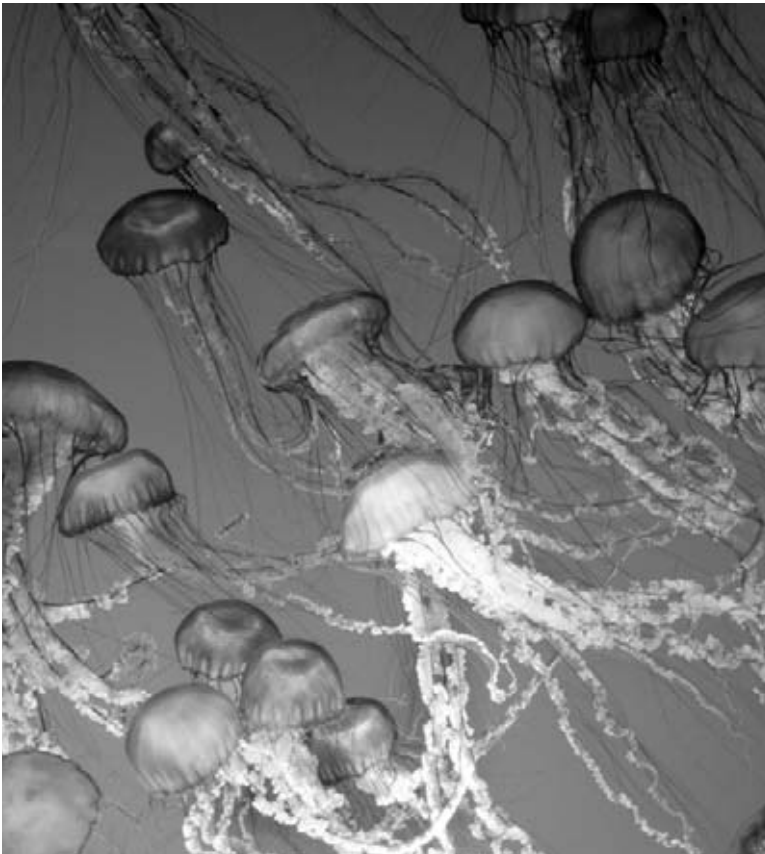
This is a lion's mane jellyfish.

Floating at Sea

Imagine that your body is shaped like a bell, and you have long **tentacles** streaming down under you. You are mostly made of water and cannot survive away from it. You live in the ocean and travel by floating gracefully on **currents**.

You're a jellyfish, or jelly, and not a fish at all. You're a kind of **invertebrate**—an animal that has no backbone.

You and your jellyfish cousins live in every ocean in the world. Some also live in lakes and ponds. Some live in warm water, and others prefer cold water. Some of your cousins are survivors—they've been around for 650 million years, since long before the time of dinosaurs.

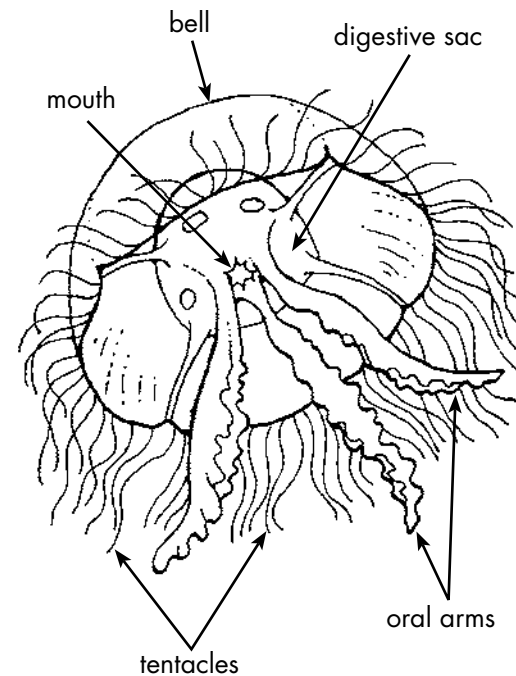


These West Coast sea nettles look like a fleet of spaceships.

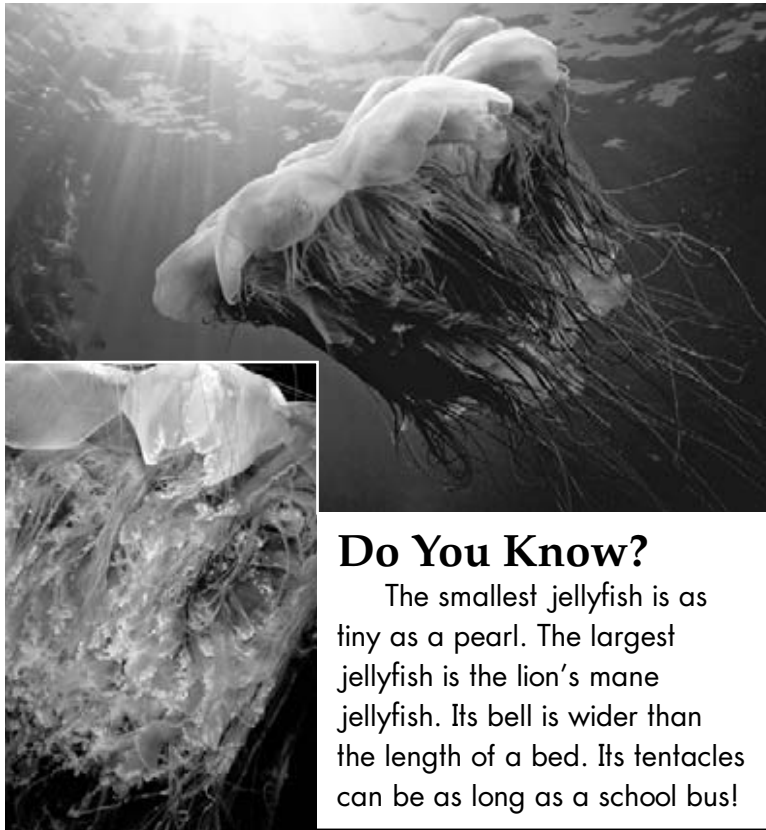
Jelly Bodies

Like all jellyfish, you have no brain, heart, blood, or bones. Your body is made of water, muscles, and nerves. You use your eyespots and nerve network to sense up and down, light and dark, and the world around you.

The main part of your body is your bell. Tentacles hang from around your edges like fringe.



A mouth and digestive sac hang in the center. Some of your cousins have frilly oral arms, or mouth arms, around this sac.



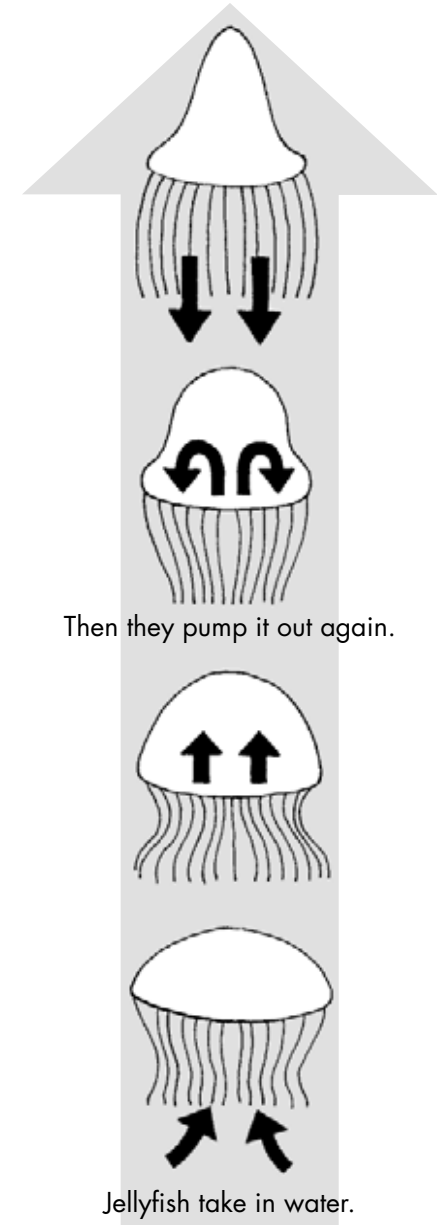
Do You Know?

The smallest jellyfish is as tiny as a pearl. The largest jellyfish is the lion's mane jellyfish. Its bell is wider than the length of a bed. Its tentacles can be as long as a school bus!

You and your cousins come in many shapes, sizes, and colors. Jellyfish that live near the ocean's surface are often clear, or see-through. Jellies that live deep in the ocean may be red or purple. Some jellies are white with splashes of color. Some deep-sea jellyfish even glow in the dark!

Getting Around

As a jellyfish, you spend most of your time drifting on ocean currents. But you can also move when you want to. First you let your bell fill with water. Then you squeeze the muscles in your bell, like how a person blows a bubble with bubble gum. As you force water out of your bell, you shoot forward.



Some of your jellyfish cousins swim close to the ocean's surface to **bask** in sunlight. Others avoid light and stay deeper in the ocean. Some live in the open ocean, while others stay closer to shore.

Like all jellyfish, you are not a **social** animal. But divers and scientists often find your kind in large groups. You and the other jellies aren't enjoying each other's company. You just happen to be in the same place at the same time.

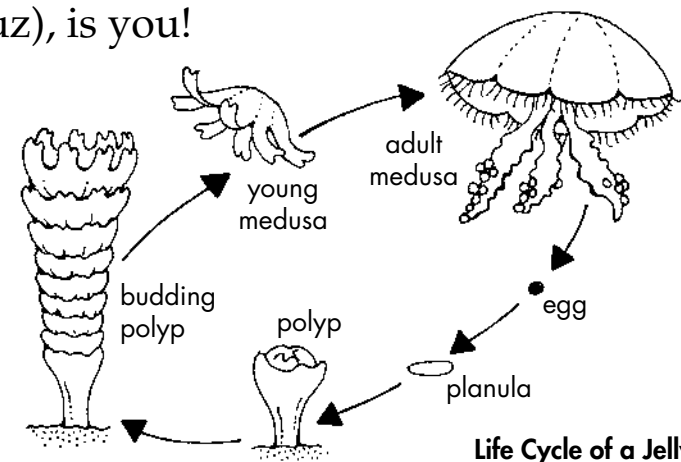


The moon jellyfish is one of the almost 200 kinds of jellyfish.

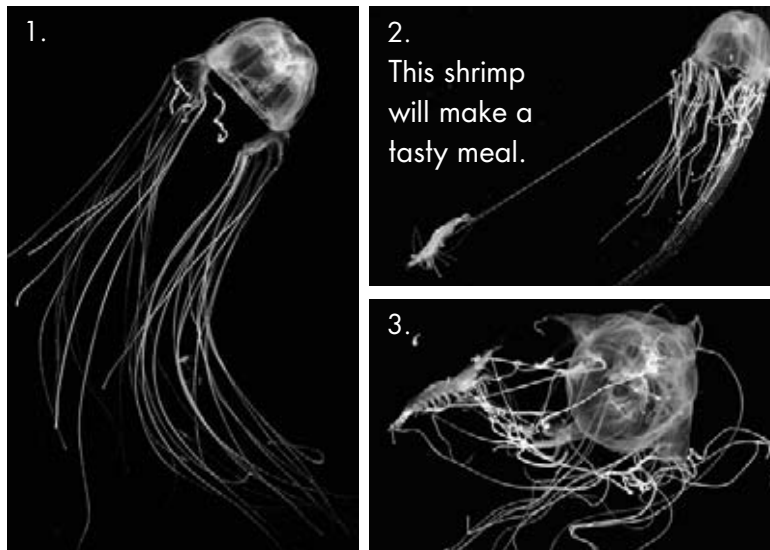
Life Cycle

You began your jellyfish life as an egg released into water by your mom. After your dad fertilized the egg, it grew into a tiny worm-like animal called a **planula** (PLAN-yoo-luh). The planula floated in water for a few weeks. Then it attached to a rock and developed into a **polyp** (PAHL-ip).

Over time, the polyp **cloned** itself through a process called **budding**. It grew disks that popped off, swam away, and developed into adult jellyfish. One of those adults, or **medusas** (muh-DOO-suz), is you!



Life Cycle of a Jellyfish



Hunter and Hunted

Like other jellyfish, you like to eat fish, crabs, shrimp, and tiny **marine** animals. The key to successful hunting is the stinging cells in your tentacles. You catch prey as it floats through the water. Some of your cousins also have a glow that attracts fish. Others have a sticky gel that catches animals passing by.

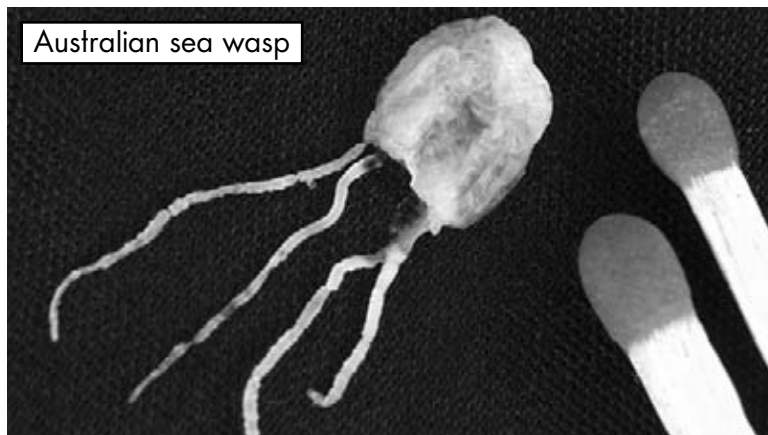
Do You Know?

One kind of jellyfish grows its own food. The upside-down jellyfish lies on the bottom of shallow warm oceans. It eats algae and then grows more just by sitting in the sunlight.

Many animals avoid eating you and your cousins. After all, who wants a mouthful of stinging cells? But some animals don't seem to mind at all. Sea turtles and some fish and birds think of jellyfish as a real treat. You try hard to protect yourself from being eaten by hiding or by stinging. Still, many of your cousins are eaten while they are still growing or as adults.



Jellyfish are the main food of leatherback sea turtles.



Do You Know?

A jellyfish called the Australian sea wasp is one of the most poisonous animals in the world. A sting can kill a person in three minutes.

People and Jellyfish

People often see your jellyfish cousins on beaches. Sadly, those jellies are either dead or dying. People need to remember to *never touch a jellyfish!* Even a dead jelly can sting.

Most of your jellyfish cousins have a mild sting that is painful and causes a red rash. But the sting of some jellies can be deadly.

Jellyfish Stings

Symptoms:

- Intense stinging pain
- Red rash
- Swollen, raised patches of skin
- Nausea, vomiting, and diarrhea
- Fever, chills, and sweating
- Back and abdominal pain

Treatment:

- Rinse with seawater (not fresh water).
- Don't rub the wound or apply ice.
- Apply white vinegar to the wound.
- Remove tentacles using gloves, a heavy cloth, or tweezers.
- Stay as still as possible to keep the poison from spreading.
- See a doctor right away in case of breathing problems, severe pain, or other intense symptoms.





Big Red, discovered in 2003, has oral arms but no tentacles.

Conclusion

Scientists learn new facts about jellyfish every year. They also often discover new kinds of jellies. In 2003, a large red jellyfish that has no tentacles was discovered off the coast of California.

People enjoy looking at jellyfish at zoos or aquariums. Watching you gently float through water is fun and relaxing. Even without a brain, your cousins must be pretty smart to have survived for millions of years!

Glossary

bask (<i>v.</i>)	to rest and soak up sunlight (p. 9)
budding (<i>n.</i>)	reproducing by growing a bud that breaks off (p. 10)
cloned (<i>v.</i>)	duplicated (p. 10)
currents (<i>n.</i>)	steady-moving water that flows in a single direction (p. 4)
invertebrate (<i>n.</i>)	a kind of animal without a backbone (p. 4)
marine (<i>adj.</i>)	found in the ocean (p. 11)
medusas (<i>n.</i>)	adult jellyfish (p. 10)
planula (<i>n.</i>)	the larva of a jellyfish (p. 10)
polyp (<i>n.</i>)	a tentacled, tube-like creature attached to a solid surface; a stage in the life cycle of a jellyfish (p. 10)
social (<i>adj.</i>)	friendly; enjoying the company of others (p. 9)
tentacles (<i>n.</i>)	thin limbs on an animal, especially an invertebrate (p. 4)

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Name _____

Instructions: Have students write a vocabulary word in the oval. Then have them fill in the boxes with additional information about the word.

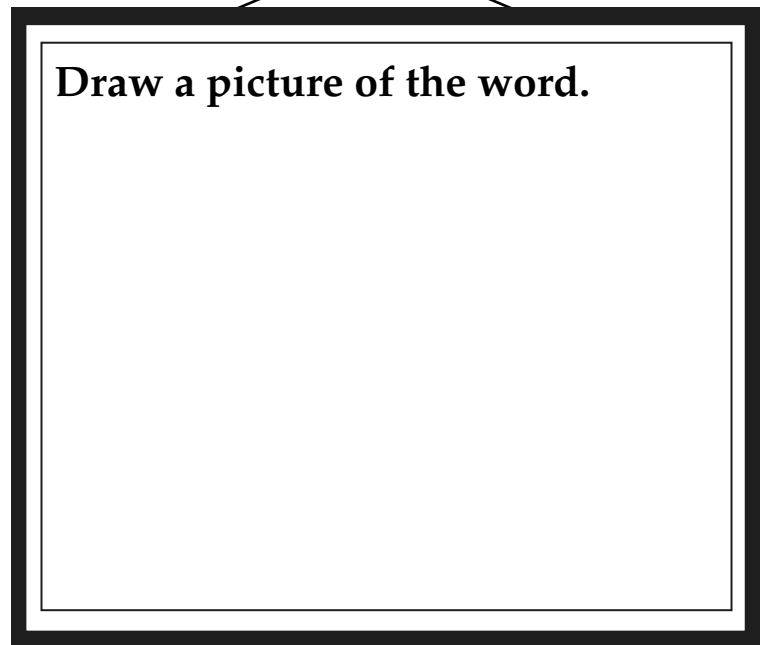
Word

Definition _____

Synonym

Antonym

Draw a picture of the word.



Use the word in a sentence.

Name _____

Instructions: Reread the section you were assigned. Identify and write the important information from the section in the *Who*, *What*, *When*, *Where*, and *Why* boxes. Then use the information to create a summary of the section in the *Summary* box.

Who		What	
When	Where	Why	
Summary			



YOU'RE A JELLYFISH! • LEVEL O • 2

SKILL: SUMMARIZE

Name _____

Instructions: Place commas between all the listed items in the sentences below.

1. Imagine that your body has no brain heart blood or bones.
2. Instead, you have only a transparent bell tentacles a mouth and a digestive tube.
3. Jellyfish can live in oceans seas ponds and lakes.
4. They can be transparent red purple or glow-in-the dark!
5. Jellyfish like to eat fish crabs shrimp and tiny marine animals.
6. Sea turtles fish and birds think jellyfish make a nice treat.



Name _____

Instructions: Divide each word into syllables.

frilly _____

medusas _____

invertebrates _____

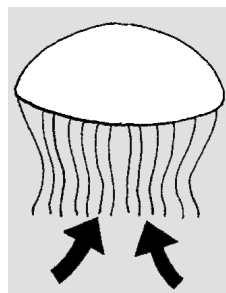
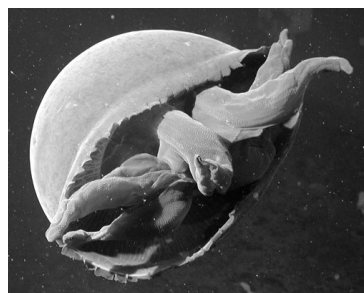
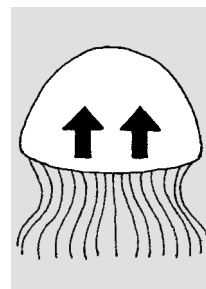
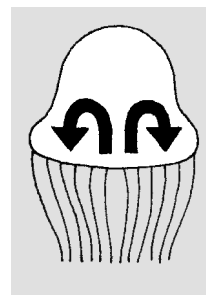
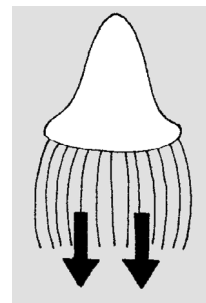
planula _____

marine _____

polyp _____

social _____

tentacles _____



All About Chocolate

A Reading A-Z Level O Leveled Reader

Word Count: 678



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All About Chocolate



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Correlation

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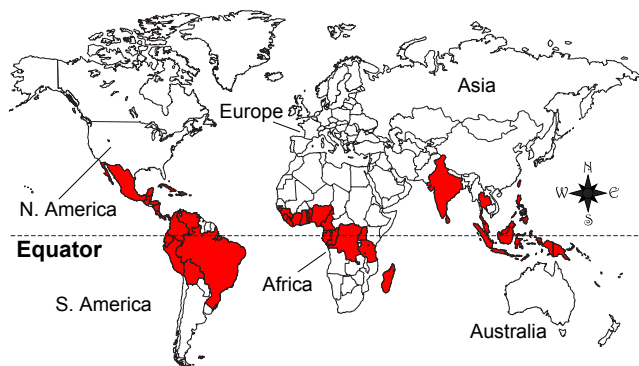
Introduction

People around the world love chocolate. They love it so much that every year they eat more chocolate than any other sweet. If you have ever wondered where chocolate comes from and how it's made, then read on.

Where Chocolate Comes From

Chocolate actually grows on trees. But you can't just pick a chunk of chocolate from a tree branch and eat it. The chocolate growing on trees looks, tastes, and smells nothing like the chocolate you eat.

The tree that gives us chocolate is the **cacao** (kah-KOW) tree. Chocolate comes from beans that are found in large pods on the tree. Cacao trees grow where it is hot and wet. Mostly, they grow near the equator. It takes four to five years before a cacao tree begins to grow pods.



The shaded areas of the map show where cacao trees grow close to the equator, where it is hot.



Cacao trees grow in the wild, as well as on plantations.

Today, most cacao trees are grown on farms called **plantations**. Cacao trees have lots of small white or yellow flowers. Some of the flowers change into pods, but most do not.

The pods are shaped like little footballs. Workers trim the branches to get the most pods from the trees. The pods change from green to a golden or reddish color as they ripen.



These pods contain the beans that will be used to make chocolate.



A harvester cracks open cacao pods to get at the seeds.

Preparing the Beans

Taking ripe pods from the cacao trees is the first step in making chocolate. Inside each pod are 20 to 50 beans. The cacao beans are the tree's seeds. It takes a lot of beans and a lot of work to make chocolate. The pods are first gathered and then cut open with a large blade.

The beans are then scooped out of the open pod. The beans are cream colored and covered with a soft pulp. These beans are still very different from the chocolate you know.



This is what the inside of a cacao tree pod looks like.



A worker spreads the cacao beans so they can dry and then begin the fermentation process.

The pulp-covered beans are put into piles or boxes and covered. They begin to change from a cream color to a purple color after contact with the air. The beans also change on the inside in a process called **fermentation**.

After the beans have fermented, they are dried. As they dry, the beans are turned. Once the beans are dry, they are placed in large cloth bags and shipped to makers of chocolate.



Workers spread cacao beans to dry in the sun.

From Beans to Chocolate

Making chocolate from the fermented, dried beans is a complicated process. First, the beans need to be cleaned. Then, chocolate makers blend different kinds of beans together. This is to make sure the chocolate has just the right flavor.

The beans are roasted in order to bring out the chocolate flavor. This is when the beans begin to smell like chocolate. As the beans are roasted, the thin shell that covers them grows brittle. The beans pass through a machine that cracks their shells and blows away the pieces of shell with fans.



Beans roast in giant drums at a candy factory.

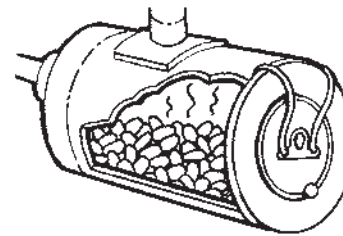
After the shells are removed, only the meaty part of the bean, called the nib, remains. The nibs are ground up and crushed until they become a liquid. The liquid is poured into molds where it cools into bars of bitter, unsweetened chocolate. The bars are then pressed until a yellow liquid, called cocoa butter, is removed. The cocoa butter drains through a screen and is collected to make the chocolate we eat.

After the liquid cocoa butter is removed, the solid part of the bar is ground into a powder. Cocoa powder is sent to dairies and bakeries to flavor baked goods and dairy products.



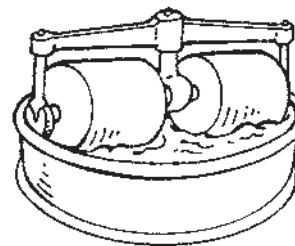
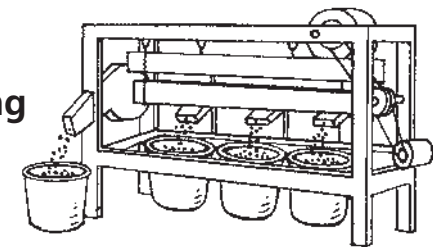
Packaged for shipping

The chocolate we eat is made in the final step of mixing. The mixing takes place in machines with big rollers. Sugar, cocoa powder, cocoa butter, and other **ingredients** are rolled and mixed until smooth. The smooth mixture is poured into molds and cooled. After it has cooled and solidified, the chocolate is wrapped in packages for shipping.



1. Roasting

2. Shelling

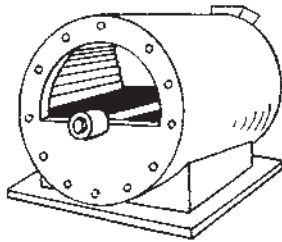


3. Grinding

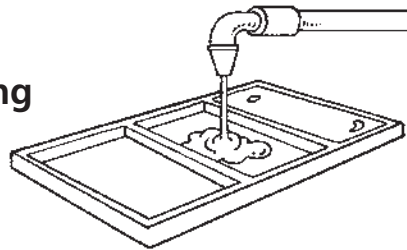
4. Molding



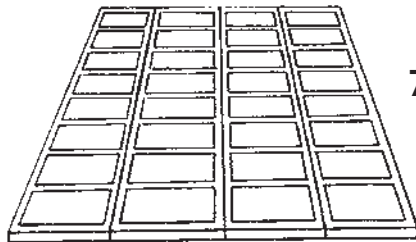
5. Mixing



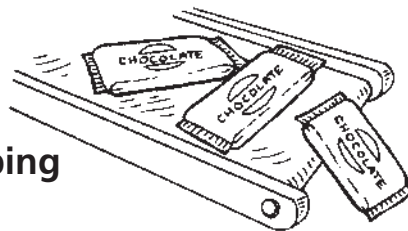
6. Pouring



7. Cooling



8. Wrapping



History of Chocolate

200 — People in South and Central America first use chocolate.

1502 — Christopher Columbus brings cacao beans back to Europe.

1657 — First chocolate drink shop opens in London, England.

1847 — First chocolate bar is sold.

1875 — A man in Switzerland makes and sells the first milk chocolate.

2007 — World consumes over 3,000,000 metric tons of cacao beans.

Chocolate Today

Most of the chocolate made in factories today is used to make chocolate candy. Other chocolate goes into ice cream, chocolate drinks, and baked goods such as cakes and doughnuts. Each year people around the world **consume**, or eat, tons of chocolate.

**Amount of Chocolate Eaten
Per Person Each Year by Country**

1	Switzerland	22.4 lbs	10.1 kg
2	Austria	20.1 lbs	9.1 kg
3	Ireland	19.5 lbs	8.8 kg
4	Germany	18.0 lbs	8.2 kg
5	Norway	17.9 lbs	8.1 kg
6	Denmark	17.7 lbs	8.0 kg
7	United Kingdom	17.5 lbs	7.9 kg
8	Belgium	13.2 lbs	6.0 kg
9	Australia	13.0 lbs	5.9 kg
10	Sweden	12.9 lbs	5.8 kg

Try This!

Yummy Chocolate Brownies

Make sure you have an adult to help you with any cutting or handling of hot foods.

1 Gather these ingredients:

- 1 cup butter or margarine
- 4 squares (1 oz. each) of unsweetened chocolate (also called baker's chocolate)
- 4 eggs
- 2 cups white sugar
- 2 teaspoons vanilla extract
- 1 1/2 cups all-purpose flour
- 1 teaspoon baking powder
- pinch of salt



2 Preheat the oven to 350°F (180°C). Rub grease over a 9x13-inch (15-cup) baking pan.

3 Melt the butter in a saucepan over medium heat on the stovetop. After the butter is melted, take it off the heat and stir in the chocolate until it is melted and mixed in. Add the eggs one at a time, stirring thoroughly. Then add the sugar and vanilla, stirring the mixture until smooth.

4 In a separate bowl, mix the flour, salt, and baking powder. Gently pour the butter, chocolate, and sugar mix into the flour and stir it until the flour is completely wet.

5 Pour the mixture into the baking pan and spread it evenly.

6 Bake for 25 to 30 minutes until the brownies begin to pull away from the sides of the pan.

7 Let the brownies cool in the pan before you cut them. Makes 12 brownies.



The next time you eat chocolate, think about how it was made.

Conclusion

It took a long time for chocolate to become popular throughout the world. Today, people everywhere eat lots of chocolate, making it the world's most popular sweet.

Glossary

cacao (<i>n.</i>)	the tree from which we get chocolate (p. 5)
consume (<i>v.</i>)	eat or buy (p. 17)
fermentation (<i>n.</i>)	a natural changing process that occurs in many foods and plants (p. 10)
ingredients (<i>n.</i>)	the different food items that go into a dish or recipe (p. 14)
plantations (<i>n.</i>)	large farms with many workers (p. 6)

Index

cacao, 5	plantations, 6
fermentation, 10	pulp, 9

Name _____

INSTRUCTIONS: Number the steps in making cacao beans into chocolate.

Chocolate makers get the beans in cloth bags.

The bean shells are removed.

Beans are changed in the fermentation process.

Cocoa butter is removed from liquid in molds.

The beans are dried.

Mixing takes place.

The chocolate is wrapped in packages for shipping.

Nibs become liquid in the grinding process.

Cleaned beans are blended and roasted.

The pods are cut open, and the beans are scooped out.

Cocoa powder is sent to bakeries and dairies.

The bean pods are removed from the cacao tree.

Name _____

INSTRUCTIONS: Circle the simple subject and simple predicate in each sentence. Underline the complete subject once and the complete predicate twice.

1. The pods look like little footballs.
2. A skilled pod breaker cuts open the pods.
3. A worker scoops out the beans.
4. Fermentation changes the beans.
5. Hot air dries the beans.
6. Chocolate makers get the beans in large cloth bags.
7. They roast the beans to bring out the chocolate flavor.
8. Mixing is the final step.
9. Molds hold the melted chocolate.
10. Candy stores sell chocolate bars.

Name _____

INSTRUCTIONS: Before reading, write what you know or think each word means. After reading the book, make a ✓ if your prediction was correct, or write the correct meaning of the word.

Word	Before Reading Predicted Meaning	After Reading Correct	After Reading Revise Meaning
ingredients			
cacao			
fermentation			
blade			
mixing			
plantation			
consume			

Barack Obama

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Word Count: 805



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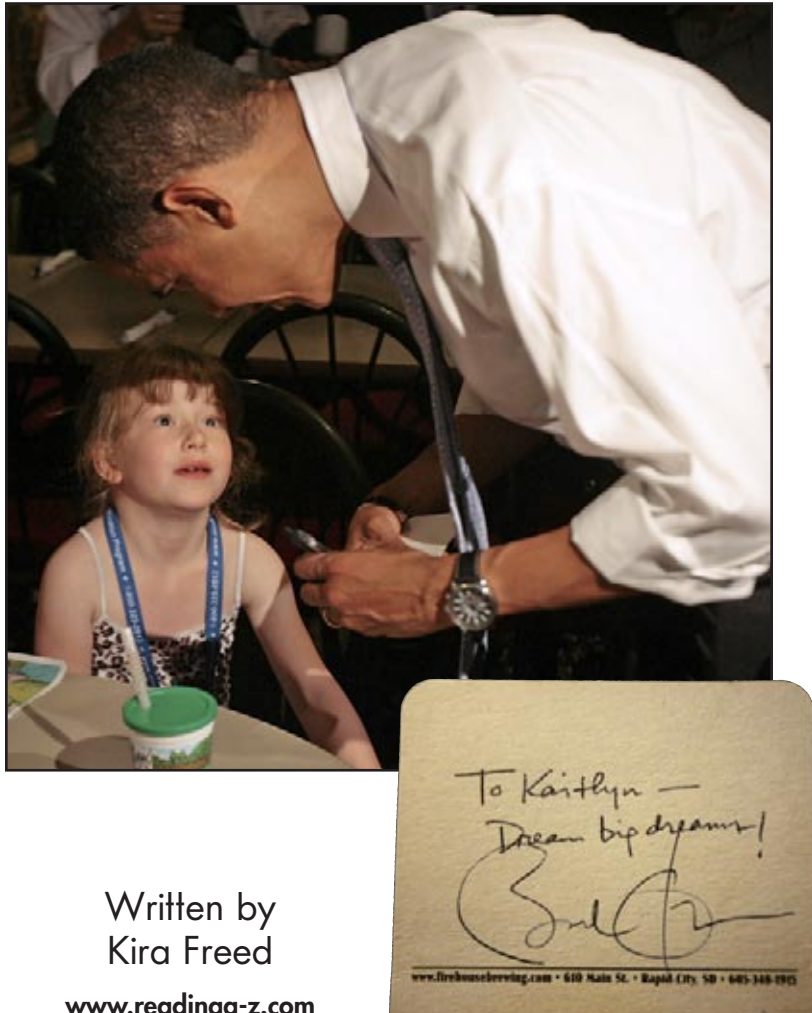


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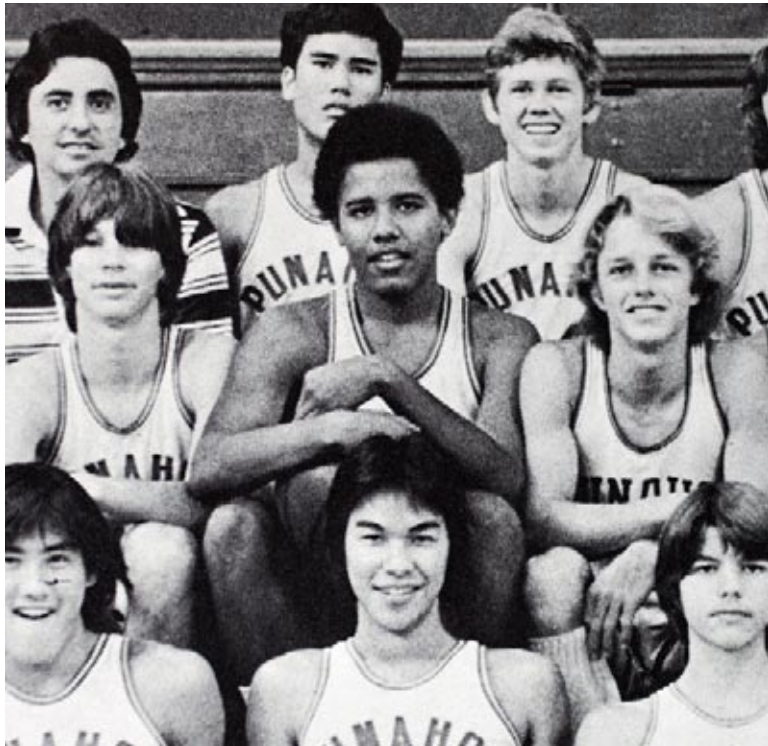
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Young Barry with his high school basketball team

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Introduction

Every child dreams about growing up. Some children know what they want to be as adults. Others have no idea. Some do not find a direction for their life until they are adults.



Barack Obama, future president

This is the story of just such a child. Things happened in his life that made him feel as though he did not fit in. He was bothered by many things around him. Over time, those things helped him

discover his path in life. He developed a strong desire to improve the world. That desire led him to become president of the United States of America.



Young Barry with his mother, Ann

Growing Up

Barack Obama Jr.—called Barry during his childhood—was born in 1961 in Hawaii. His mother was from the state of Kansas. His father was from the country of Kenya, in Africa. His parents met and married while they were students at the University of Hawaii. The marriage did not last. By the time Barry was four, his father had moved back to Kenya.

Barry's mother married a man from Indonesia when Barry was six. The family moved from Hawaii to Indonesia. Barry sometimes felt strange being so far from Hawaii. He felt he was not part of the community where he now lived. His parents were of different **races** and from different **continents**. Barry wondered who he was and where he belonged in the world.



Do You Know?

While Barry lived in Indonesia, he learned what it meant to be very poor. Many Indonesian families struggled each day just to have enough food to eat.



Barry learned black students were not allowed to go to the library with white students in 1961.

Barry's mother taught him about races and cultural groups. She told him about **slavery** and **civil rights** in the United States. Barry also learned about important African Americans who helped to improve the world. Barry's mother wanted him to be proud of his background.

But Barry also learned that some people were **ashamed** of the color of their skin. And he learned about people who thought others were bad just because of their skin color or religion. Barry was confused. It was a lot for a young boy to think about.

Barry lived in Indonesia for four years. Then, his mother thought he could get a better education in the United States. So in 1971, when he was ten, she sent Barry back to Hawaii. He lived with his grandparents while he went to school.

In Hawaii, Barry again felt like an **outsider**. He was one of only two African American students in his class. Some of his classmates made fun of his unusual name.



U.S. civil rights leader Martin Luther King Jr. inspired Barry.

Do You Know?

In high school, Barry read books to help him work through his difficult feelings. He learned about important African Americans who felt like outsiders but who had successfully found their way in the world. He was inspired by leaders who believed in peaceful social change.



Barry's grandparents were proud when he graduated from high school.

Finding His Way

Barry graduated from high school in Hawaii. Then he went to college in Los Angeles. Barry started using his Kenyan name, Barack, which means “blessed.” He learned that he didn’t have to choose between his white and black backgrounds. He was both.

Barack wanted to learn how laws and government worked. He wanted to help change some of the unfair things he saw. Starting in 1981, he studied politics at a university in New York City. In 1983, he graduated from the university.

Barack wanted to help people in communities. He wanted to involve people in creating better lives for themselves. He also wanted **local** laws changed so people would be treated fairly. Barack found a job and moved to Chicago in 1985. He led an organization that helped people in poor neighborhoods improve their lives.

Do You Know?

While Barack worked in Chicago, he helped many people.

- He set up a job-training program for African Americans who had lost their jobs when factories closed.
- He helped call attention to asbestos, a dangerous material in the walls of buildings where many poor people lived.
- His organization started a tutoring program to help young people who wanted to go to college.
- He managed a program to sign up new voters. He encouraged people to get involved in politics and work for fairer laws.

Barack's work in Chicago made him happy because he was helping poor people. But he saw that to make lasting changes, he would need to learn how to change laws. By changing unfair laws, communities could improve the lives of their people.



Barack with Mama Sara Obama, his Kenyan grandmother

Do You Know?

Before entering law school in 1988, Barack traveled to Kenya for the first time. His father had died six years earlier. But Barack met many relatives, including his grandmother.

Barack entered a very good law school near Boston in 1988. He earned a law degree in 1991.

After finishing law school, Barack moved back to Chicago. He worked for a law company. He met a lawyer named Michelle, and they became friends. Barack invited her along when he visited some of the people he had helped in the 1980s. Michelle was **moved** by Barack's desire to help people and improve the world. Barack and Michelle married in 1992.



Barack and Michelle Obama with their daughters, Malia (Mah-LEE-uh), 6, right, and Sasha, 3, in 2004



Barack and Michelle Obama with daughters Sasha and Malia campaigned for Barack to be U.S. senator in 2004.

Getting into Politics

Barack had become a lawyer to help people. But he soon saw that helping people as a lawyer was slow. He decided that entering politics and changing laws would be a faster way to help.

In 1996, he won a seat in his state's senate. In 2004, he won a seat in the U.S. Senate.



Barack spoke during the 2004 Democratic National Convention.

Barack gave a hopeful speech at a meeting of the Democratic Party in 2004. He asked all Americans to work together to help the United States become an even greater country. Barack's words **inspired** many people. Some of them wanted Barack to run for president in 2008. They were inspired by Barack's clear thinking and his respect for all people. They wanted a president who believed in peaceful ways to solve problems.

Conclusion

Barack's job as president will begin on January 20, 2009. He, his wife, and their two daughters will move into the White House. Barack will keep working to help people and make the world a more peaceful place.

"Change will not come if we wait for some other person or some other time. We are the ones we've been waiting for. We are the change that we seek."

—Barack Obama



Barack Obama spoke to a huge crowd after being elected president on November 4, 2008.

Glossary

ashamed (<i>adj.</i>)	embarrassed (p. 7)
civil rights (<i>n.</i>)	legal, social, and economic rights that guarantee freedom and equality for all citizens (p. 7)
continents (<i>n.</i>)	one of the main landmasses on Earth, including Africa, South America, Asia, Europe, North America, Australia, and Antarctica (p. 6)
inspired (<i>adj.</i>)	prompted to be brave or creative (p. 14)
local (<i>adj.</i>)	limited to a city, or other specific place (p. 10)
moved (<i>adj.</i>)	having strong feelings (p. 12)
outsider (<i>n.</i>)	a person who does not belong to a group or who feels as though he or she does not belong (p. 8)
races (<i>n.</i>)	populations of humans as defined by skin color and features or by genetics (p. 6)
slavery (<i>n.</i>)	the state or condition of being a slave, or the property of another person (p. 7)

Name _____

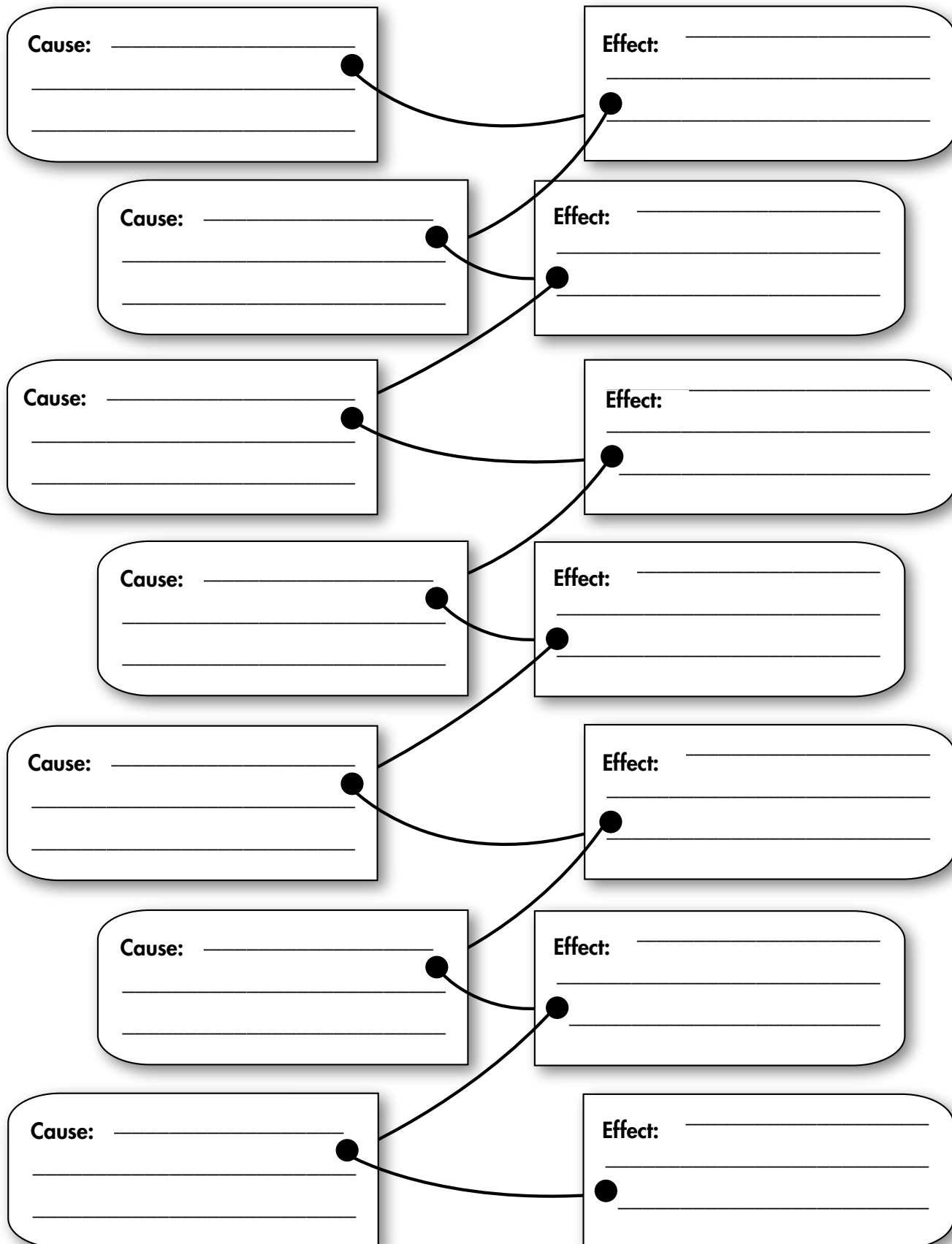
Instructions: In the first column, write what you already know about Barack Obama. In the second column, write what you would like to learn about him. After you finish reading, fill in the third column with information you learned from reading the book and the fourth column with what you still want to know.

Topic: _____

Before Reading		After Reading	
K What I know	W What I want to know	L What I learned	S What I still want to know

Name _____

Instructions: Write causes and effects from the *Barack Obama* book in the correct sequence to show how one event effects another.



Cause: _____

Effect: _____

Cause: _____

Effect: _____

Cause: _____

Effect: _____

Cause: _____

Effect: _____

Cause: _____

Effect: _____

Cause: _____

Effect: _____

Cause: _____

Effect: _____

Name _____

Instructions: Use your book to find all of the past-tense irregular verbs that the author used. Write all of the past-tense irregular verbs in the left-hand box below. Then write all of their present-tense matches in the right-hand box.

Past-tense verbs

Present-tense verbs

Name _____

Instructions: Look through *Barack Obama* to find ten adjectives. Write them in the first column. Write a synonym for each adjective in the second column. At the bottom of the page, write two sentences. Include one synonym in each sentence. Use a thesaurus or dictionary if you need help.

	Adjectives	Synonyms
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

My sentences:

1. _____

2. _____

